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ABSTRACT

Developed by the Chicago public schools in coordination with State and local departments of vocational education, the document is the first in a series of three curriculum guides. Intended for use at the primary school level, its aim is to provide two types of guidance services: counseling for self-understanding and personal development, and a program of broad, general occupational information intended to serve as a foundation for later career decisions. The program emphasizes the contribution of group guidance to the total guidance program and in the classroom; group guidance techniques and the development of a guidance unit plan are discussed. All three career development guides in the series--primary, intermediate, and upper levels--are organized around the same conceptual framework: learning to know oneself, developing habits and relationships, learning about opportunities, and making and carrying out plans. Each unit specifies general unit goals, specific behavioral objectives, and suggestions for classroom activities. Concluding each unit is a detailed bibliography of resource materials, including books, kits, audiovisual materials, and other instructional aids. (MW)

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CAREER DEVELOPMENT FOR THE PRIMARY LEVEL

JAMES F. REDMOND

General Superintendent of Schools

BOARD OF EDUCATION

CITY OF CHICAGO

CE 003 510

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FOREWORD

The Chicago public schools have undertaken a variety of programs in recent years to provide wide exposure to the vocational and avocational world and to relate the activities in school to the functions of living beyond the school. These programs are enumerated in the introduction of this publication, and all capitalize upon the strength of children and a guidance-oriented relationship between pupils and teachers to develop group processes that enhance each child's self-image and fortify his sense of opportunity.

On July 8, 1970, the Board of Education approved a plan for weekly group guidance with occupational information from kindergarten or preschool through eighth grade.

Under the plan, the weekly sessions will be conducted by classroom teachers and coordinated by the adjustment teacher or counselor who will be fulfilling the role of guidance coordinator, the term used by the State of Illinois and here adopted for the function inasmuch as it is a generic term covering both the customary name of counselor and the unique name of adjustment teacher.

This is a cooperative enterprise with the state and local Departments of Vocational Education working with the guidance division of the Bureau of Pupil Personnel Services to make an expanded career development program possible. It will bring a valuable and unusual service to an estimated 350,000 more pupils, kindergarten through grade 6, than formerly benefited from weekly group guidance. By strengthening the teacher-pupil relationships, solid groundwork is being laid for the expansion of a developmental program of elementary school guidance.

Above all, it needs to be emphasized that, for this bit of each pupil's week, he is not to be required to provide a "right" answer, nor is he to be marked. This should be his time to explore ideas, happenings, imaginative glimpses, and opportunities. This should be his sight of the untraveled shore that fades forever and forever as he moves.

JAMES F. REDMOND

General Superintendent of Schools

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INTRODUCTION

The guidance program in a school is an integral part of the instructional program and is comprised of those services and techniques which are organized to assist each pupil to become self-directive, to see himself in relation to his opportunities, and to formulate and achieve worthy and realistic goals. A school guidance program, thus, must be continuous from school entrance to school leaving and must be a planned, every-pupil service.

Under the leadership of the principal, the counselor or adjustment teacher is the staff person(s) within each school who is responsible for coordinating the program. However, because of the nature of the elementary school, the developmental stages of children, and the close relationship between the classroom teacher and his pupils, the teacher is the most significant school adult in delivering the services of the guidance program.

Components of a guidance program may be categorized as follows:

- Articulation and orientation activities
- Identification and exploration of individual characteristics
- Dissemination of occupational and educational information
- Counseling contacts for pupils
- Placement activities
- Referral services
- Maintenance of a system of records
- Followup and evaluation activities

An Every-Pupil Service

The foregoing services reach the pupil in one of two ways, through group processes or individual contacts. While individual counseling is an important method of providing guidance service, group guidance has unique usefulness as a base. Many advantages accrue to a school educational program when weekly class-size group sessions are a planned part of that program. One main advantage is that basic services are assured to all children and the force of the peer group is utilized.

The end goal of the guidance program is optimum development and autonomy in social, personal, and academic areas that are part of the lifelong process called 'career development'. Super, Hoyt, Roe, Tennyson, and others have written at length about this process. In his keynote address to the Chicago Public School All-City Guidance Conference in December, 1970, Dr. Norman C. Gysbers of the University of Missouri described variables affecting career development. He defined career development "as that portion of human development which centers on the unfolding of an individual's career identity. It's the term used to describe this unfolding process that endures for a lifetime."

Recognition of the Need

The need for a continuum of services to meet the developmental guidance needs of pupils in the life process of career development has long been recognized by the Chicago public schools. Adjustment teacher service and counselor service are answers to that need and offer a continuous program of services, but the role of the classroom teacher is all pervasive in a pupil's day. Moreover, group processes have an inherent value in meeting the developmental needs of young people.

Developmental Guidance Programs

Efforts to incorporate group processes in the elementary school guidance program began in 1956 with the introduction of weekly group guidance in class-size groups in the upper grades. With the assistance of Title V of the National Defense Education Act of 1959, a summer program of group guidance was developed in 1965 and was conducted daily in three schools for new eighth and ninth graders. Suspension of funding ended the program. When the Elementary and Secondary Education Act of 1965 made money available for after-school programs, group guidance was initiated in all ESEA schools. The groups were led by classroom teachers who received consultant service from the district guidance consultants. While the number of groups was limited to one daily in each school, experience was gained at virtually all grade levels. Subsequently two other programs provided experience in group guidance under the leadership of the classroom teacher. The first of these, termed in-school group guidance, was provided to all sixth grade pupils in approximately 70 schools in the four saturation districts under ESEA. Inservice training was offered the teachers on a regular basis by consultants.

In 1966 a planning grant was obtained under Title III of ESEA for a unique project entitled "Planning of a Career Development Program for Intermediate Grade Children." Special summer schools were established in which teachers experimented with group guidance techniques and approaches in regular class units such as social studies and language arts.

In 1969 funds were obtained under NDEA to analyze the need for an elementary school guidance design and to plan one suitable for the 1970s. Steps in the formulation of the projected developmental elementary school guidance program included --

- A citywide survey of adjustment teachers and principals to determine needs and receptivity of the guidance concept
- Research of recent guidance literature
- Consultation with leaders in guidance and related fields
- Consultation with field staff, administrators, teachers, community groups, and children
- Inservice programs

The plan which emerged from the above steps was then tested in nine pilot schools.

Each of the programs and projects, implemented over the last fifteen years, tested group guidance methods and content effort.

Expansion of the Guidance Service

Further recognition by the Board of Education of the need for a continuous K-12 Program is evidenced by Board approval of including and elementary school program of occupational information and group guidance in Chicago's Five-Year Plan for Vocational Education. Subsequently, the Board approved the Report titled "Authorize Preparation of Occupational Information Materials for Use in the Elementary School Grades, and Initiation of an Elementary School Guidance Program Kg-8," (70-634-5) which provided, among other items, for amending the official time schedule for the elementary school to include 40 minutes weekly for group guidance and occupational information in grades seven and eight, 30 minutes weekly at the intermediate level, and 20 minutes at the primary level.

The long-range goals of the program are to assure the delivery of certain fundamental guidance services to each student. These services are designed to foster his development as a person and to improve his response to the learning climate and the environment of which he is a part. In addition to these every-pupil services, particular students must receive special assistance because of their special needs.

PART I - BASIC CONSIDERATIONS

CAREER DEVELOPMENT IN THE ELEMENTARY SCHOOL

The primary responsibility for evolving a productive and rewarding way of life rests upon the individual himself. In enabling individuals to assume such responsibility it becomes the task of the school to relate what goes on in the classroom to what people do beyond the walls of the school and to provide leadership for all children in developing self-understanding and planning for present and future needs of our rapidly changing society.

Career Development

The process of career development encompasses more than acquisition of occupational information. Twiford[4] states --

> *It is being increasingly recognized that a developmental approach to career education and guidance requires sequential, articulated programming from the kindergarten through each successive "level" of education. In broad process terms, the progression is frequently described as moving primarily from early awareness, through orientation, to exploration, to more selective and intensive investigation and consideration as appropriate group and individual maturation and current needs* (indicate). *These broad processes, so described, relate both to the self and to the world of work, and to the interrelationships.*
>
> *It is basic to observe also that education for career development and guidance entails a total-school involvement. The teaching function as well as the counseling function takes on a greater commitment to this aspect of human development along with other aspects. The instructional curriculum as well as the specialized guidance and counseling services becomes crucially involved.*

---

[4] Don D. Twiford and Frank L. Sievers, Occupational Outlook Handbook. "Using the Handbook in Guidance." (Washington, D.C.: Superintendent of Documents, 1973), p. 3.

Recognition of Need

The recognition of the need to develop such programs in our schools is reflected in the numerous bills that passed Congress in the past few years involving career development, occupational information, and vocational training. Recognition of Career Development needs is further expressed in the Illinois Program for Evaluation, Supervision, and Recognition of Schools,[5] which states --

> *6-7 The instructional program of every school district shall address itself to initiating a career education program.*
>
> *6-7.1 The educational system shall provide every student with opportunities for training in the world of work.*
>
> *6-7.2 Every district shall initiate an organized sequential Career Development awareness, exploration, orientation, and preparation program at all grade levels which should enable students to make more meaningful and informed career decisions. Career Development encompasses the entire process of preparing an individual for a productive and meaningful life.*

Career Development is included in a state directive in two areas, Curriculum and Pupil Services. The Office of the Superintendent of Public Instruction for the State of Illinois in Action Goals of the Seventies states "Many student witnesses complained that little or no assistance was given in assessing career, vocational and higher education possibilities . . ."[6] Several action goals were formulated to provide such assistance.

> *Action Objective #4: (Chapter Eight, Pupil Services, p. 115)*
>
> *BY 1975, IN COOPERATION WITH THE DIVISION OF*

---

[5] Illinois, Office of the Superintendent of Public Instruction, The Illinois Program for Evaluation, Supervision, and Recognition of Schools, Circular Series A, Number 160 (Superintendent of Public Instruction, State of Illinois, 1973), p. 20.

[6] Illinois, Office of the Superintendent of Public Instruction, Action Goals for the Seventies: An Agenda For Illinois Education, (Superintendent of Public Instruction, State of Illinois, 1972), p. 113.

VOCATIONAL AND TECHNICAL EDUCATION, AID IN THE DEVELOPMENT OF GRADES K-6 CAREER AWARENESS PROGRAMS, GRADES 7-10 CAREER EXPLORATION, AND GRADES 10-12 CAREER ORIENTATION PROGRAMS.

Necessary Steps:

1. *Broaden vocational education in each institution by developing a sequential career education concept to include career awareness, exploration, orientation, and preparation by 1973.*

2. *Make instructional materials relevant to the teaching and enrichment of the career education program available through the media center of each institution by the 1973-74 school year.*

3. *Develop comprehensive career education programs in all institutions by 1974 utilizing one of the following concepts: Joint agreements with other public or private institutions, participation in an area vocational center, or development of self contained programs.*

Action Objective #2: *(Chapter Six, the Curriculum)*[7]

BY 1975, PROVIDE OCCUPATIONAL INFORMATION FOR ELEMENTARY SCHOOL PUPILS AND CAREER EDUCATION FOR ALL STUDENTS IN HIGH SCHOOLS, POST-SECONDARY SCHOOLS, AND FOUR-YEAR INSTITUTIONS.

Necessary Steps:

1. *By 1973 broaden vocational education in each institution by developing a sequential career education concept to include career awareness, exploration, orientation, and preparation.*

2. *Insure that instructional materials related to the teaching and enrichment of the career education programs will be available and accessible through the institution's media center by the 1973-74 school year.*

---

[7] Ibid., p. 103.

3. Develop comprehensive career education programs at all institutions by 1974, utilizing one of the following concepts: Joint agreements with other public or private institutions, participation in an area vocational center, or development of self contained programs.

Implementation by the Chicago Public Schools

A number of Government funded programs of the Chicago Public Schools described in the introduction section of this document reflect the efforts of the schools to develop the concept of career development. They include --

ESEA Title I, Activity 8: In School Guidance

ESEA Title III: Career Development

Title I, Program III, Section E: Career Development

Title I, Program II, Activity 10: Horizons Ahead

NDEA Title V: "Designing Elementary School Guidance for the 70 s," Board Report 69-838

ILLINOIS VOCATIONAL EDUCATIONAL FUND: "Authorize Preparation of Occupational Information Materials for Use in the Elementary School Grades and the Initiation of an Elementary School Guidance Program, Kg-8," Board Report 70-634-5.

What are the implications for the elementary school's program as a result of such recognition? At what stage in the developmental process should career oriented guidance activities be introduced to help children perceive opportunities in the work world?

Career development has long been recognized as a lifelong process beginning in the preschool years and continuing through a succession of stages or levels to maturity. "As a process, it includes the view one has of himself as a worker, the view he has of work itself, the knowledge he acquires about himself and his possible work opportunities, the choices he makes related to himself as a worker, and the ways in which he implements those choices. Programs of career development concern themselves with each of these facets of the total process."[8]

---

[8] Kenneth B. Hoyt, Rupert N. Evans, Edward J. Macking, and Garth L. Mangum, Career Education What It Is and How To Do It. (Salt Lake City, Utah: Olympus Publishing Co., 1972), p. 101.

Career Development Objectives

The goal of career development is not to force early vocational choice but rather to help pupils realize that one's vocational life results from a succession of choices based upon a wealth of information about the world of work.

Feingold[9] describes this process of occupational choice as follows:

> *Occupational choice is a developmental process. It just does not take place all at once. It is a complex task that requires careful study and sustained effort over periods of time. Career planning requires a knowledge of one's abilities, interests, aptitudes, and personality, as well as realistic knowledge of the changing world of work. The mix must be a balanced one. Making an appropriate career choice depends largely on one's appreciation of different possibilities. Well-informed students, capitalizing on their strengths, can choose on the basis of facts and values. They are not forced to grope blindly without any logical purpose.*

The following objectives of the program have been identified to carry out these career development goals:

> To develop awareness of the relationship between school activities and the world of work.
>
> To provide a systematic study of occupations.
>
> To provide career experiences through work related field trips, walking tours, and resource speakers.
>
> To discover the talents of individuals and demonstrate their relationship to occupations.
>
> To recognize the social value of necessary work.

In addition to these general program objectives, more specific objectives are stated for each of the guidance units to be explored by pupils.

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[9] S. Norman Feingold and Sol Swerdloff, Occupations and Careers. (Washington, D.C.: Webster Division, McGraw-Hill Book Company, New York, 1969), p. 6.

The Guidance Function and Career Development

Two types of guidance services -- (a) counseling for self-understanding and personal development, and (b) a well-formulated program of broad, general occupational information that serves as the foundation of later career decisions, are essential in the elementary school if schools are to render maximum assistance in career development to students.

The goal is much more than acquisition of job information. In addition to such information pupils learn that the world of work is a world of people. When a worker goes to work he doesn't take just part of himself to the job. He is there as a whole person. His body is there; his feelings and attitudes are there. He uses his hands, his feet, his head to develop work skills. His mind is there to recall what he knows and to find and use new information. His personality is there to get things done with people. All are factors that contribute to career identity.

There is a need for improved and expanded opportunities for students to become aware of and develop their career identities. We speak about disadvantaged populations, and we use different ways of describing these populations, but when it comes down to it, most youth are disadvantaged in their opportunities to develop their career identities. Generally, they have inadequate work-role models on which to base their emerging career identities. It's not that they don't have any, but in many respects they are inadequate.

Lack of such opportunity to have these role models does not result in an occupational knowledge and value vacuum. On the contrary, opinions are formed and judgments are made, but many times these experiences result in inadequate conceptualization and premature educational and occupational foreclosures. An opportunity unknown is not an opportunity at all. So at this very early point, this first need - and it does occur early - students/youth need the opportunity to become aware of, to differentiate and discriminate between and among, the various options that may be available to them.

Contribution of Occupational Information

Historically, little has been done in an organized way to translate career development theory into practice. Adequate professional help in gaining occupational information is needed to enable pupils to make decisions based on accurate information and to utilize the educational opportunities that are prerequisite to vocational success in the world in which they will live and work.

At the primary level occupational information is usually limited to the immediate environment and firsthand experiences of children. The resourceful teacher can broaden the pupils' career horizons through pertinent experiences in and around the school to discover --

who works
why people work
when and where people work

These planned experiences provide an excellent means for developing cooperation between the home, community, and the school.

At the intermediate level when aspirations are determined by needs and likes, the pupil characteristically believes that he can become whatever he wants ~~to~~ become. Occupational role models are needed, especially for girls whose aspirational levels are rising as opportunities expand, and for children with limited opportunity to observe workers in a variety of occupations.

At the upper elementary level determination of aspirations begins to move from the basis of likes to capacity, from "I like the job," or "It is exciting and interesting," to "I am good at art," or "I am editor of the school newspaper," or "My best scores are in reading." At this level pupils relate interests and abilities to different jobs; explore the educational requirements of jobs; and identify changes in the job market including the wide variety of new occupations that exist.

Thus the awareness of the great variety of occupations and the interdependence of workers develops through a planned program which starts when the child enters kindergarten. Such an awareness may not be left to chance, for every experience that a child has in learning about people around him helps him to learn about himself and the opportunities open to him.

THE CONTRIBUTION OF GROUP GUIDANCE TO THE TOTAL GUIDANCE PROGRAM

The purpose of a guidance program is to assist each pupil to develop realistic images about himself and about the opportunities for him in the world; then help him formulate, plan for, and achieve worthy and realistic goals with ever increasing self-direction.[10] In this sense, guidance serves to help the student find the meaning in what he is, in what happens to him, and in what he may become. The guidance process helps the student explore his thoughts, feelings, and potential in answering the question "who am I?" This interpretation of experience is brought about in a mellow, and accepting climate, a climate which is permissive, not in the sense of license, but in the sense of respecting the worth and dignity of the individual. It comes through a long process of experience in self-evaluation and awareness of opportunity with ample counseling and other services available to the individual to help him solve his everyday problems of living intelligently and reasonably.

The elementary guidance program involves not only the instructional staff but administrators, pupil personnel specialists, parents, and community resource people in understanding the developmental needs of children. Only through utilizing and coordinating all of the resources available that contribute to the growth of children can each child be assured of adequate assistance in social and personal as well as academic progress.

Daily experiences of children in mastering tasks are accompanied by feelings of desire,hope, adequacy or inadequacy, acceptance, et cetera. These feelings have profound effect on the learning process itself and the concept that individuals develop of themselves.

Guidance Services

The basic, total guidance program is carried on in the school by adjustment teachers and counselors using both individual and group methods. These basic services consist primarily of the following:

---

[10] Chicago Board of Education, Bureau of Pupil Personnel Services, Handbook for Counselors. (Chicago: the Board, 1963), p. 1.

- Articulation and orientation activities
- Identification and exploration of individual characteristics
- Dissemination of occupational and educational information
- Counseling contacts for pupils
- Placement activities
- Referral services
- Maintenance of a system of records
- Follow-up and evaluation activities

Many of the practical applications of these services can be discharged best in a group guidance setting conducted by the classroom teacher who is the guidance worker closest to the child at this level. One essential of self-understanding is the understanding of others and the sense of sharing hopes, problems, experiences, and characteristics with others without losing a sense of one's distinct individuality. Group guidance capitalizes on the learning and reinforcement that results from effective participation as a member of a group. Group guidance, then, serves a function that individual counseling cannot,though it, in turn, makes its unique contribution.

What Is Group Guidance?

A collection of individuals is a group, but without interaction of the members, the group is really nothing more than an aggregation. Group guidance is concerned primarily not with an aggregation or collection of pupils but with what might be called a "functional group ". This is a group that has some common goals, and interaction and response among its members. In this type of group the means for satisfying individual and group needs exists, and individuals enter into reciprocal relations with fellow group members, identify with the group, and tend to be changed because of their membership in the group. Therefore the existence of this type of group depends upon common goals or purposes, satisfaction of needs, interdependance and interaction among the members of the group. Basically the group can serve as one means for self-actualization.[11]

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[11] Jane Warters, Group Guidance. (New York: McGraw Hill Book Company, Inc., 1960), p. 9.

Every child has experiences in "groups" that effect his view of himself. He is a member of a family group, neighborhood group, school group, age group, et cetera. Membership in groups may be voluntary or involuntary, static or constantly changing.

> *Members of a group learn by various means. Of least importance, perhaps, is the information that the leader gives. More important is the subtle instruction he gives the members in how to work together toward a worthwhile goal of their own choosing. More important is the resulting interaction among the members. In this interaction attitudes are caught, ideas and experiences are shared, and solutions to common problems are found.*[12]

Group guidance then is both a method and process whereby certain of the aims of a guidance program can be practically fulfilled. At times in group guidance, information may be imparted, discussions may be held, movies may be shown, or speakers may be heard; but none of these is synonymous with group guidance. Each is but one of its aids. The distinguishing characteristic of group guidance is the opportunity it provides for the interaction of the group in matters of current and future concern to the group members and for their internalization of ideas, information, attitudes, and values. In group guidance, the pupil is his own ultimate subject of study, and he must be an active participant in the group process.

The group helps the pupil by serving certain functions such as (1) making the pupil aware of the rights of others, (2) helping the pupil realize that many of his concerns are similar to the concerns of others, and (3) giving the pupil the opportunity to establish his role identity within the group. The group experience enables the pupil to meet some of the following needs:

> *The need to develop mutuality. This is the need for acceptance or the need to love and be loved.*
>
> *The need to come to terms with authority. This function of the group is related to control of behavior. In a family situation the child accepts authority because there are stronger personal ties with an emotional quality; but in the peer group, which represents an optional experience, he learns to accept authority on a different and important basis.*

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[12] Ruth Strang and Glyn Morris, Guidance in the Classroom. (New York: Macmillan Company, 1964), p. 10.

> *The need to relate to a larger whole. As a part of social orientation the healthy personality comes to see himself as part of a larger social entity. In a word he learns the lesson of magnanimity.*[13]

The development of such group interaction requires skillful planning on the part of the teacher. Interaction between members is essential for communication of feelings, identification of goals, and achievement of a common purpose. Though lacking in experience in many areas the elementary pupil will not lack enthusiasm, interest, and the potential for the exploration of common problems, beliefs, and values.

The Advantages and Limitations of Group Guidance

The basic advantage, essentially, of group guidance is that it presents a series of exploratory experiences which are conducted in a permissive atmosphere and enable the individual to explore his ideas and test some of his conclusions without fear of retaliation. Other advantages as stated by Peters[14] are:

> *Group procedures can allow lifelike social processes which the individual will find useful in modifying certain types of behavior such as habits, attitudes, and judgment of others. Pupils in group situations are helped to modify their behavior by sharing common problems with others.*
>
> *Pupils may be more willing to become involved with peer group members than with figures who represent the "establishment." The group should develop a cohesiveness and feeling for each other which will allow communication to develop and individual group members will feel more free to express their anxieties and their feelings.*
>
> *Situations for problem solving activities are provided. The collective judgment of the group can be centered on common problems.*
>
> *Pupils may become more involved in social interaction.*

---

[13] Herman J. Peters, et. al., Guidance in Elementary Schools. (Chicago: Rand McNally and Company, 1965), p. 170.

[14] Ibid., p. 167.

> *The group leader, whether he be a classroom teacher, counselor, or adjustment teacher, will become more familiar with the group members and develop a store of information which will assist him in working with pupils.*

Peters[15] also points out limitations of the process as follows:

> *Some pupils are not able to relate to the common problem and may not be able to function as part of the group.*
>
> *Some pupils can identify and relate more readily with a single individual rather than with a group.*
>
> *The group atmosphere may lead some individuals to have insights which are too disturbing to be dealt with in the anonymity of the group sessions.*

Group Guidance as Part of a Total Guidance Program

Group guidance is only one of four techniques in a complete guidance program. The total program would include the following in addition to group guidance:

- Counseling, the major technique, permits pupils to particularize their learnings further; to seek specialized help or information; and to work through personal plans or problems.

- A progressive, periodic testing program is another essential technique in a total program, with the results used to help pupils increase their self-understanding and to become increasingly self-directive. Guidance is something done *with* the student, not *to* him or *for* him, Group guidance settings are ideal for initial interpretation of test results (which can then be complemented in counseling interviews).

- A group of special services which will vary with the age and grade level of pupils and with their special needs include special class placement, psychological service, job placement, referral to social and/or medical agencies, and enriched experiences.

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[15] Ibid., p. 168.

GROUP GUIDANCE IN THE CLASSROOM

Pupils, parents, and teachers readily see the importance of practice in acquiring skills in the three R's but the need for practice in other significant skill areas is not as apparent. Rubin[16] describes some of these skills as --

> *. . finding and interpreting information; skills for making rational decisions; skills for applying knowledge; skills for social interaction; and skills for coping with one's own emotions. All of these skills can be acquired only through repeated practice. One cannot, for example, read a book on tennis, and then play a good game. Dexterity in tennis, map-reading, and literary criticism all derive from "learning by doing."*

Skill Development

The school experience must provide for the acquisition and valuing of both kinds of skills. Rubin[17] makes a distinction between "experiencing values" and "studying values."

> *A child can study about the democratic spirit, memorize the notion that "the welfare of the group is more important than the welfare of the individual," and recite it in an appropriate way and at an appropriate time on an examination. Whether or not he internalizes the values, however, is another matter. That is, if he gains an authentic understanding of the concept through experience and simultaneously develops a strong desire to act-out its implications, he is likely to behave as a responsible adult citizen. However, he may "learn" the concept for the purposes of a test, earn an "A", and behave undemocratically as an adult. Affective objectives or sensitivity to feeling and emotion cannot be learned descriptively with much success. Instead, they must be experienced through real or simulated learning activities.*

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[16] Louis J. Rubin, Curriculum and Instruction, A Study Guide of the National Ed. D. Program for Educational Leaders. (Fort Lauderdale, Florida: Nova University Press, 1973).

[17] Ibid.

Group guidance must be seen in relation to these other elements in a guidance program. It can, when creatively conducted, serve as a springboard for the others. However, all of these are merely the methods and means to the end.

Group Guidance in the Elementary School

The elementary school pupil will lack experience in many areas, but he will not lack enthusiasm, interest, and potential for exploration of common problems. Group members should be active participants in planning and carrying out goals of the group.

It should come as no surprise that individuals are more accepting of decisions in which they have had some part than in decisions made for them. In any case, persons will usually be guided by decisions made for them if they understand the reasons for the decisions.

The elementary school pupil moves from the childhood world of fantasy toward the adult world of reality. He will later face decisions (concerning high school, college, and career). Therefore, his group guidance experiences should allow time to explore many areas which in a sense will allow him to explore his own ideas and develop a meaningful self-image. Some facets of this self-exploration and the exploration of the world about him will concern interest, aptitudes, occupations, school subjects, motivation for learning, living with others, and so forth. Again, it is the opportunity to make these explorations and participate in decision making in a non-threatening, non-punitive, accepting atmosphere that is of the essence. It is the self-discovery and the discovery of others that is of prime import, and the activities used to facilitate this are essentially just aids to this process.

The Role of the Group Guidance Leader

Many of the attributes of the successful group leader are basically the same as those of the successful teacher. The leader should have a belief in the ability of children to develop self-direction and he must be able to create situations in which the group can function. He should be able to create rapport with the group. Therefore he must be a person who is willing to listen and observe, with understanding and acceptance. This does not mean that any group member may do as he pleases, but that each member's thoughts and feelings have a value because each group member is an individual who has worth.

The group leader (a teacher, pupil, counselor, et cetera) is a person who is sensitive to group needs, characteristics, and concerns. He provides activities relevant to the common and significant needs and problems of group members. The group leader is not primarily an information giver but functions, for the most part, as a motivating agent causing person-to-person interaction and exchange to occur. If the teacher knows and provides all the answers, then there is no room for group interaction or the development of group responsibility. The resources of the class include insights and capacities that can be released only within the framework of group give-and-take among the members. As exchange and interaction take place, the pupil develops insights into behavior, values, and attitudes. When those insights are clarified and internalized, the pupil develops a realistic image of himself, his world, and his future.[18]

For instance, interplay and exchange of opinion between group members may be more fruitful than exchange between the group leader and the group memebrs. At times and in specific situations group leadership may shift to various group members. Successful leaders of group guidance depend upon the wisdom of the group and the ability of individuals to work out basic principles, and thus concentrate their efforts upon development of free discussion rather than upon the direct inculcation of principles. As one such group leader has said, "People ask me how I get the class to 'say' what I want them to say. I never try: the desirable strength always rises in the group." Such a role makes the group leader more, not less, important although he may appear to be less central.

The Process as an Objective

The very process of acquiring self-knowledge and exploring group

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[18] Edson Caldwell, Group Techniques for the Classroom Teacher. (Chicago: SRA, 1960), p. 27.

GROUP GUIDANCE TECHNIQUES

In any learning situation the background of the learner is enriched and his reaction stimulated by activities which give him a wide variety of experiences. Guidance techniques enable a child to communicate in ways which differ from the traditional classroom method because they offer a variety of procedures through which expressions of feelings are involved in an accepting and natural manner. Thus an atmosphere is created in which learning becomes personal, exciting, and inviting.

The techniques presented here are suggestions for developing a guidance approach to learning. This approach is focused upon meeting needs, enriching experiences, encouraging creativity, guiding interactions, and widening horizons. Most activities place a high priority upon pupil involvement, since what are "methods" to the teacher become "experiences" for the pupils.

It should be noted that these suggestions are not meant as directions to be mechanically followed. Neither are the units to be viewed as ground to be covered, but rather as bases for planning, as teachers will constantly be developing new ideas, techniques, and experiences which can be incorporated and shared.

Paths to Learning

Many teachers are already accustomed to using guidance techniques as a facet of their classroom methods. Included in a listing of such methods would be the following:

> reading books, pamphlets, magazines, and newspapers to glean information on specific topics
>
> analyzing pertinent radio programs, television programs, educational films, and filmstrips
>
> collecting, organizing, and interpreting data related to group or individual concerns
>
> dramatizing and/or discussing problems introduced by group members
>
> interpreting tests which appraise ability, achievements, and interests

completing rating-scales and check lists to appraise personal characteristics

drawing graphs, posters, and cartoons to illustrate and communicate ideas, information, and attitudes

organizing committees and panels to work on group topics

conducting interviews and conferring with teachers, parents, and other adults

inviting guest speakers with whom the group can interact on pertinent topics

making appropriate visits and field trips in the community

Other techniques, perhaps less well known or less often used, are described below.

Buzz Groups

One of the best ways of involving all pupils and getting a group to vocalize quickly is to use the buzz group technique. Buzz groups will engage the whole class in small clusters to talk together for a short time (about 5 to 15 minutes). The topic chosen must be of concern to all and provisions must be made for a secretary chosen in each group to report back to the total class. After class discussion of the reports the teacher or a group leader gives a summary. Learning is facilitated by freeing each of the groups to work either on the same or a related topic at the same time and report their findings. From the group emerges a recognition of common values, feelings, and the sharing of ideas.

Pantomime

In pantomiming, a role or an incident is portrayed by an individual or small group through actions without words. The spectators attempt to identify the role or incident through the exclusive use of clues provided in the pantomiming. For example, through observing facial expressions they may guess meanings of feelings related to expressions.

This activity gives the participants practice in "acting out" roles as well as experience in decision-making and problem-solving. Incidents relating to any of the following may be effective in initiating the technique.

classroom situation (pupil-teacher, pupil-pupil, pupil-worker, et cetera)

home situations, (child-parent, child-sibling, neighbor-family, et cetera)
community situations (pupil-friend, parent-parent, playground leader-pupil, et cetera)

Brainstorming

When there seem to be barriers to communication within a group this technique is an effective method of overcoming them. Within a definite amount of time (perhaps 5-15 minutes) members of the group spontaneously submit any positive ideas on a given topic or problem with the purpose of finding possible solutions. Everyone is encouraged to participate and the ideas are listed but not evaluated or discussed, with quantity being preferred to quality. At the end of the alloted time the recorder, possibly with a committee, sorts the suggestions and makes copies for each member to be used for study and discussion. This technique is useful in providing alternative ideas prior to decision-making.

Panel Discussion

A panel is composed of several individuals, each of whom has done some research on a given topic for the purpose of sharing this research in discussion with a large group. During this discussion questions are raised and various viewpoints are examined. In conclusion the chairman may summarize the findings of both majority and minority opinions. Involvement of this kind alerts members of the group to the awareness that there are many ways to view one topic, develops in them a sensitivity to the feelings of others, and gives them practice in making decisions without losing flexibility.

Open-end Sentence or Unfinished Story

The teacher chooses a partial sentence or story involving a common experience of the group which requires a response to feelings or attitudes. The pupil supplies an ending to the sentence or story by writing, drawing, pantomiming, dramatizing, or discussing his reaction or solution. As the completed sentences or stories are read, the class may evaluate the endings in terms of solutions for suggested problems, creative ideas, or realistic, humorous, or unexpected conclusions.

This technique enables pupils to express their feelings, values, attitudes, experiences, and expectations as they are related to the situation. Youngsters become aware that this activity is not a test and completions may be made as they so desire. As feelings, attitudes, and expectations are shared, the pupils gain understanding of themselves and others while teachers are given an opportunity to discuss areas where help is needed and to structure future class activities.

Examples of this type of sentence are:

I am happy when ______________________________.

I wish I could _______________________________.

The job I like best is ________________________.

Role Playing

The guidance technique of role playing allows children to act out spontaneously the role of various characters in order to explore different kinds of behavior within a given setting. Through role playing they are able to consider many alternative solutions to problems and to explore the consequences of their decisions with the accompanying impact of those decisions upon the feelings and attitudes of other people.

Children have a natural inclination to become involved in uninhibited role play activities such as playing house, imitating work roles, or reliving experiences. They delight in dramatizing familiar situations. It is through role play activities that children are able to make new friends, communicate ideas, test out life situations, inquire, solve problems, and send out signals for help in a supportive atmosphere. Through acceptance of the contributions of each pupil to the group the teacher responds in ways which will encourage increased participation and involvement.

Mock Interview

The mock interview is an extension of role playing in which the participants practice various kinds of interviews, such as in seeking employment, gathering information, and requesting advice. It enables both participants and observers to explore the kinds of questions which may be asked by potential interviewers. Those involved share problems, feelings, and attitudes as they experience one of the important realities in the world of work - the job interview.

CONTINUITY OF THE GUIDANCE FUNCTION

Guidance is a process, a point of view, and when organized as a program, a set of services. It is concerned with solutions to immediate problems and equally with the four recurring tasks: learning to know oneself, learning about opportunities, developing habits and relationships, and making and carrying out plans. Group guidance provides one "delivery system" for the solution of immediate problems but its major emphasis is upon practice in the recurring tasks. As a result the overall plan of the unit provides continuity from the primary cycle through the intermediate, upper, and high school grades. The fundamental goals remain the same throughout the school experience of the pupil, but the emphasis differs from age level to age level; the services vary with individual needs; and the role of the pupil in his own guidance is amplified as his maturity increases.

In all three cycles of the elementary group guidance units as well as in the high school group guidance units, various guidance themes reappear with an emphasis based on the maturity, needs, and interests of the pupils. For example, the unit "Discovering What I Can Do" has been developed for emphasis at primary level. This theme is closely related to the intermediate unit, "Discovering Your Interests" and is emphasized and expanded during the upper grades in the unit, "Exploring My Interests." This theme is further extended at the high school level in the units "Discovering My Interests" and "Discovering More About Myself." Similarly the successive units on the recurring theme of values provide another example of the concept of continuity and the interrelationship of the tasks in guidance.

The Taxonomy of Educational Objectives[19] was used in each unit as a base for the objectives which are stated as behavioral outcomes. Neither the activities in the units nor the stated objectives are all-inclusive. The resourceful teacher will consider others, and similarly the teacher or guidance worker will select from the suggested activities those that meet the needs of the individual in the group.

This continuity and the conceptual framework becomes evident when the units are grouped according to the four tasks or threads as can be seen on the following pages.

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[19] D. R. Krathwohl and B. S. Bloom, Taxonomy of Educational Objectives: Handbook II, The Affective Domain. (New York: David McKay, 1964).

Group Experiences

The real or simulated learning experiences are provided in a series of units. In the process of formulating these units, the interests, needs, and general characteristics of young people were carefully considered before the proposed objectives, general methods, and content were selected. In spite of this initial, careful selection, teachers, adjustment teachers (guidance coordinators), and counselors who will be group guidance leaders will want to consider them in relation to each group of pupils, considering the groups' unique personal and social characteristics, present needs, and readiness for the experience which it is hoped they will have in their group work.

Actually each pupil will be studying himself and relating the group experience to his own experiences to date and to his resulting attitudes and values. Consequently, it is very important that the group leader be familiar with the pupils as individuals and as a group in a unique way. Because of the personal nature of the group sessions and its possible immediate significance in the lives of the pupils, the group leaders' knowledge and insight into individual and group behavior will be his greatest asset.

Goals of Group Guidance

The goals of group guidance are specific to relationships that exist in and out of the classroom and that contribute to the building of a positive self-image of the learner. Planned group experiences in a climate of acceptance which recognizes and promotes individual differences are essential as part of classroom plans.

The following more specific goals are representative but not comprehensive in scope or number --

to establish desirable human relationships
to judge what is worthwhile in life
to develop career awareness
to explore the relationship between school subjects and the world of work
to become economically efficient as a producer and consumer
to become self-directive in the quest for meaningful knowledge
to understand and accept cultural differences
to develop a value system
to strike a balance between individual and group needs
to develop social awareness and concern for his fellow man

attitudes and skills is itself an integral part of the outcome. In this sense, the process is an end to be achieved with the group, rather than a convenient means to be applied toward achieving certain desired behaviors. Group leaders often work with attitudes and feelings of a personal nature which need to be understood by pupils and the group as well as the group leader before learning can take place. Reactions may first be heated or mixed and have to be talked out in the group or studied in themselves. Alternative reactions may need to be explored or various courses of action weighed by the group. In this setting, practice is given in the basic process used to handle emotional reactions or change behavior as a result of insight.

Another value of a group situation for guidance is that it affords opportunities to resolve common problems through sharing of experiences and opinions, to plan as a group, and to establish group standards of conduct under the guidance of a group leader. The problems of an individual pupil which may seem unique and burdensome to him are often seen in a better perspective, and lightened, when the pupil realizes others are struggling with similar problems. The strong desire to belong and to be part of a group can be satisfied in a constructive fashion when students are encouraged, as well as permitted, to pool their thinking and to make plans for positive solutions to common problems. Since the development of planning skills is a basic guidance goal, it is desirable that a variety of opportunities be provided for practicing such behavior in a meaningful setting, both individual and group.

Evaluation of Group Guidance Sessions

Keeping the foregoing in mind, evaluation of the progress of the group may involve how the individual or the group feels about the progress being made, as well as some other criterion. Unlike a course in subject matter, in guidance there really are no "right" or "wrong" responses to the various group activities. The activities in themselves are designed to help the group plan, interact, and grow in the process of exploration and decision-making. Behavioral objectives of the unit activities are guides to expected outcomes.

In a learning situation which has been designed to permit pupils to work on individual and group concerns, there is a need to give pupils the responsibility for evaluating their own learning progress as well as having a hand in guiding their learning.

Handling Specific Group Situation

While it is impossible to forecast all types of situations requiring special handling, the following three examples may help serve as philosophic guides for the management of others.

- Occasionally, an individual pupil may bring up a problem or appear to make a revelation of personal detail unsuitable for group discussion. In such cases, the group leader might well suggest to the pupil that they talk that over by themselves, on the basis of time available in the group session or pertinent to the matter at hand but not on the basis of its being unsuitable or unimportant. Mutual acceptance and respect for the group member's concern will dictate a matter-of-fact response on the part of the group leader. In the same way, evidencing shock or dismay would tend to make the group as well as the individual self-conscious and to stifle the discussion in general.

- Special events, situations of local concern to the community and school, or new experiences may be used as points of departure for discussion; on the other hand, they may elicit strong emotional responses calling for skillful handling.

- A situation may develop within the group as a result of the permissive atmosphere desired. Sometimes attitudes and feelings will solidify a group; sometimes they will tend to disorganize it. In such instances, skillful use of various group processes will help the group to work their feelings through.

The group leader's own attitudes and self-insight are of paramount importance. The greater his personal security, the greater will be the security of the group: persons with inner strength can tolerate divergent opinions and develop strength in a group. It is not the leader's task to impose what he feels is correct behavior and attitudes, but to help the group work through problem situations and assist the individual member to become a better problem solver.

GUIDANCE UNIT PLAN

It is always good to begin with planning and organization, but it is also essential to be flexible enough to alter that plan, even to discard when necessary. The maturity level of elementary school pupils will naturally vary from pupil to pupil and from school to school, necessitating adaptation.

Behaviors to be Developed

Behaviors are ways of thinking, feeling, and acting and are influenced more by experiences than by "telling." If we wish children to grow in understanding of the dynamics of behavior we need to devise a wealth of learning experiences that will help children test out and share coping strategies and solutions to problems.

The purpose of group guidance sessions is to help develop ways of responding to life in terms of --

Knowledge and understanding of oneself and others
Ability to interpret data and information
Skill in studying, evaluating, and planning
Development of a wide range of significant interests
Positive personal and social attitudes and ethical values
Growth in personal initiative and responsibility
Skill in problem solving

Content Areas

The group guidance methods listed previously and any additional ones employed by the group are aids to development of various types of behavior as mentioned above. These elements of realistic and productive behavior can be developed in any appropriate content area such as --

Personal characteristics, interests, achievements
School life
Family and community life
Social opportunities
Leisure-time opportunities
Civic rights and privileges
Relationships with others
Educational opportunities
The world of work

Conceptual Framework of the Units

The following pages provide an overview, in outline form, of group guidance units for the three elementary school cycles, primary, intermediate, and upper grades. As stated previously, the units have been organized under four main themes or threads: Learning to Know Oneself, Learning About Opportunities, Developing Habits and Relationships, and Making and Carrying Out Plans. These themes represent recurrent tasks in the lifetime development of each individual. Under each thread units have been developed to meet the growing maturity of the children. At each cycle level, the characteristics and needs of the age group have been considered with reference to their implications for guidance.

Format of the Units

In order to simplify the use of the units in this book, each is organized in the same fashion. Each unit is presented in detail following this form.

- An Opening Statement - purpose and substance of the unit.
- Behavioral Objectives - stated in such a way as to facilitate observable changes in ways of thinking, feeling, and acting by children.
- Suggested Activities - assorted tasks developed mainly by the pupils with the teachers' assistance. All activities are tasks directed to the pupil unless there is a specific "Note to the Teacher." The activities are not meant to be all inclusive. Other activities may develop which meet the needs of the pupils. Also it is not necessary that all activities in a unit be developed. The group may select the activities in a unit which are relevant to their needs.
- Information Related to the Unit - some units have pertinent guidance information for use by teachers or pupils to enrich the unit.
- Bibliography - at the end of each thread or theme is a working bibliography which consists of books, pamphlets, and visual aids which may be used by teachers and pupils.

Frequently, questions within the group or special locale and timely topics related to the total objective will cause a teacher to alter his schedule. Obvious and common in teaching experience as this may seem to be, the point needs emphasis in relation to group guidance since it is the process, as much as stipulated content, that is important. The naturalness with which problems or questions are handled will encourage pupil growth.

CONCEPTUAL FRAMEWORK OF THE UNITS

Learning to Know Oneself

PRIMARY LEVEL	- Myself and Others - People around Me - Discovering What I Can Do - What Do I Feel? - Feelings and Actions - Discovering Independence
INTERMEDIATE LEVEL	- Discovering Who You Are - Getting Along With Your Family - Discovering Your Interests - Making the Most of What You Are - Feelings and Actions - Discovering Your Values
UPPER LEVEL	- Exploring My Interests - Discovering My Abilities - Interpreting Test Results - Investigating the Learning Process - Exploring Personal Characteristics - Exploring Our Problems

CONCEPTUAL FRAMEWORK OF THE UNITS

	Developing Habits and Relationships
PRIMARY LEVEL	- How Do I Grow?
	- My Senses Help Me
	- Making Friends
	- Why People Act as They Do
	- Let's Play Fair
	- Things Are Not Always the Same
INTERMEDIATE LEVEL	- Growing Up
	- Learning through Our Senses
	- Being the Kind of Friend I'd Like to Have
	- Interdependence of People
	- Winners and Losers
	- Money and How It's Spent
	- Doing My Share at Home
UPPER LEVEL	- Developing Self Confidence and Independence
	- Making and Keeping Friends
	- Making Use of Leisure Time
	- Learning How to Study
	- Taking a Test
	- Living with Adults
	- Participating in Community Life

CONCEPTUAL FRAMEWORK OF THE UNITS

	Learning about Opportunities
PRIMARY LEVEL	- Workers around Me - Who Works at the Supermarket? - All Aboard - Calling Car Ten - My School - School Is for "Me" - Reporting My Observations
INTERMEDIATE LEVEL	- Job Family Classification - Workers in Illinois - Using Want Ads for Occupational Information - How Do I Get Ahead?
UPPER LEVEL	- Learning about the World of Work - School Is Life - Studying a Career - Exploring New and Future Career Opportunitie

CONCEPTUAL FRAMEWORK OF THE UNITS

Making and Carrying Out Plans

PRIMARY LEVEL

- What I Like to Do
- I Will, I Won't
- Working in Groups
- Team Work
- Following Simple Routines
- Completing My Project
- Working Out Class Plans

INTERMEDIATE LEVEL

- Why Hobbies?
- Group Decisions
- Experiencing Choice-Making
- Goals Are Guidepost

UPPER LEVEL

- Looking Ahead to High School
- Becoming a Good Leader and Team Member
- Planning for Careers in a Changing World
- Applying for a Job
- Looking Beyond High School

CONCEPTUAL FRAMEWORK OF THE UNITS

	Learning to Know Oneself	Developing Habits and Relationships	Learning about Opportunities	Making and Carrying Out Plans
PRIMARY LEVEL	Myself and Others People around Me Discovering What I Can Do What Do I Feel? Feelings and Actions Discovering Independence	How Do I Grow? My Senses Help Me Making Friends Why People Act as They Do Let's Play Fair Things Are not Always the Same	Workers around Me Who Works at the Supermarket? All Aboard Calling Car Ten My School School Is for "Me" Reporting My Observations	What I Like to Do I Will, I Won't Working in Groups Team Work Following Simple Routines Completing My Project Working Out Class Plans
INTERMEDIATE LEVEL	Discovering Who You Are Getting Along with Your Family Discovering Your Interests Making the Most of What You Are Feelings and Actions Discovering Your Values	Growing Up Learning through Our Senses Being the Kind of Friend I'd Like to Have Interdependence of People Winners and Losers Money and How It's Spent Doing My Share at Home	Job Family Classification Workers in Illinois Using Want Ads for Occupational Information How Do I Get Ahead?	Why Hobbies? Group Decisions Experiencing Choice-Making Goals Are Guidepost
UPPER LEVEL	Exploring My Interests Discovering My Abilities Interpreting Test Results Investigating the Learning Process Exploring Personal Characteristics Exploring Our Problems	Developing Self Confidence and Independence Making and Keeping Friends Making Use of Leisure Time Learning How to Study Taking a Test Living with Adults Participating in Community Life	Learning about the World of Work School Is Life Studying a Career Exploring New and Future Career Opportunities	Looking Ahead to High School Becoming a Good Leader and Team Member Planning for Careers in a Changing World Applying for a Job Looking Beyond High School

PART II - PRIMARY LEVEL UNITS

LEARNING TO KNOW ONESELF

MYSELF AND OTHERS

The purpose of this unit is to identify the uniqueness of the individual. Relating the individual to others who possess similar and different characteristics affirms the special place each person has in his environment.

Behavioral Objectives

To demonstrate an awareness of physical attributes

To describe the similarities and differences between people

To identify a personal characteristic that no one else has

To list the advantages of variety in human characteristics

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Look in the mirror; what do you see? Look in a mirror with your friend. How are you alike? Are there differences?

2. Say something silly. Ask the group to tell why the following statements are silly.

   My eyes are yellow.

   My third ankle is broken.

   I have three ears.

   I have a green nose.

   My teeth are red.

3. Draw four pictures. Call them "Me";"The Me I'd Like to Be"; "Me, All Grown Up"; "Me as a Grandparent". Tell us about your pictures.

4. Play the game "Simon Says." Describe people.

    Everyone with black hair stand up.

    Everyone with three feet sit down.

    Everyone with blue eyes stand up.

    All those with one ear must stoop.

   Can you think of more things for Simon to say?

5. Bring pictures to class of eyes, noses, mouths. Paste them on charts. See how many different kinds there are.

6. Bring pictures of people to class. Arrange them in groups such as young, old, men, women. Tell why the pictures fit into certain groups.

7. Do you think that--

    Jimmy Durante ever wished his nose were smaller?

    Sammy Davis Jr. ever wished he were taller?

    Wilt Chamberlain ever disliked being so tall?

   Do you think they feel different about it now? Why?

8. Have you always looked the way you do now? Bring pictures of yourself. See if the other boys and girls recognize you.

9. John wishes he had a magic mirror so he could see how he would look in 10 years. Could you tell him how he might get an idea of his future self?

10. Bring pictures of your family. See if the class can figure out whose family it is.

11. New-born babies look very much alike so hospitals take their footprints as a means of identifying them. If you went to a hospital now would they need to take your footprints? Why?

12. If a person wanted to disguise himself, how could he go about it? Is there anything that he could not change about himself?

13. If you could be granted one wish to be like some other person, whom would you choose to be like?

14. Just imagine what it would be like if--

only zebras were in the zoo

all flowers in the garden were white

all cows, chickens, pigs, and horses moo-oo-ed

the aquarium had only goldfish

all people were exactly five feet tall

the circus had no animals

school had only boys - or girls.

Would it be fun? Think of more things which would be no fun if they were all the same.

15. Read The Ugly Duckling. How did the duckling finally become happy?

16. Here are some riddles:

Some animals may be ugly to you, but not to another __________

A baby snake looks pretty to __________

The angry lion is the little cub's __________

A big, bad wolf is a little wolf's __________

A baby whale looks small to his __________

A mother ant looks big to __________

17. Most of you are about the same age. Answer yes or no if you think the things listed below are the same.

	Yes	No
We are all the same height	___	___
We weigh about the same	___	___
We are all girls	___	___
We like to laugh	___	___
We have blond hair	___	___
We like the same foods	___	___

	Yes	No
We cry	___	___
We are perfect in every way	___	___

18. Finish these sentences.

A caterpillar becomes a ____________________

A duckling becomes a ____________________

An egg becomes a ____________________

A tadpole becomes a ____________________

A boy becomes a ____________________

A girl becomes a ____________________

19. People are "glad" and "sad" about themselves. Tell us about you.

I am glad I am ____________________

I am glad I am ____________________

I am glad I have ____________________

I am glad I have ____________________

I am glad I have ____________________

I wish I had ____________________

I wish I were ____________________

I wish I were ____________________

I wish I could ____________________

I wish I could ____________________

20. Have your friend draw your picture and pictures of two other people. When he is finished see if you can choose your picture. How did you reach your decision?

21. Pretend you are lost and your mother calls the police for help. How would she describe you?

VOCABULARY

describe
different
disguise
imagine
pretend
similar

PEOPLE AROUND ME

The purpose of this unit is to help primary children see themselves as important family members having certain privileges and responsibilities and to promote positive attitudes toward the self as a contributor to family life.

Behavioral Objectives

To identify the people who make up the family group

To observe and report problems related to family life

To describe contributions that are important as a family member

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Bring pictures to school of people. Arrange these pictures in a family group. Label the people in these pictures.

Which one is the mother?	What does she do?
Which one is the father?	What does he do?
Which one is the sister?	Who has a big sister?
Who has a baby sister?	What does she do for the family?
Which one is you?	What do you do for the family?

2. Write a story or draw a picture of your older brother or sister.

3. Invite an older brother or sister to visit the class and interview him or her. You might make plans prior to the visit concerning questions to be asked at the time of the interview.

4. Tell a story about an incident that happened to some family member. Tell how it affected each member of the family. Note to the Teacher: Read the following example.

   Bobby had never been late getting home from school. Today he was a half hour late. He learned how to get to and from school very quickly, for a kindergarten child. Mother stood at the front door looking down the street; still no Bobby in sight.

   How did Mother feel?

   How did big brother feel?

   How did father feel?

   Role-play the family waiting for Bobby to come home from school.

5. Complete the following sentences by drawing pictures, writing a story or acting it out.

   A very important thing about having a family is

   ____

   Having a family is __________________________

   ____

   My family is happy when ______________________

   ____

   One thing my family likes about me is __________

   ____

   I make my family happy when ___________________

   ____

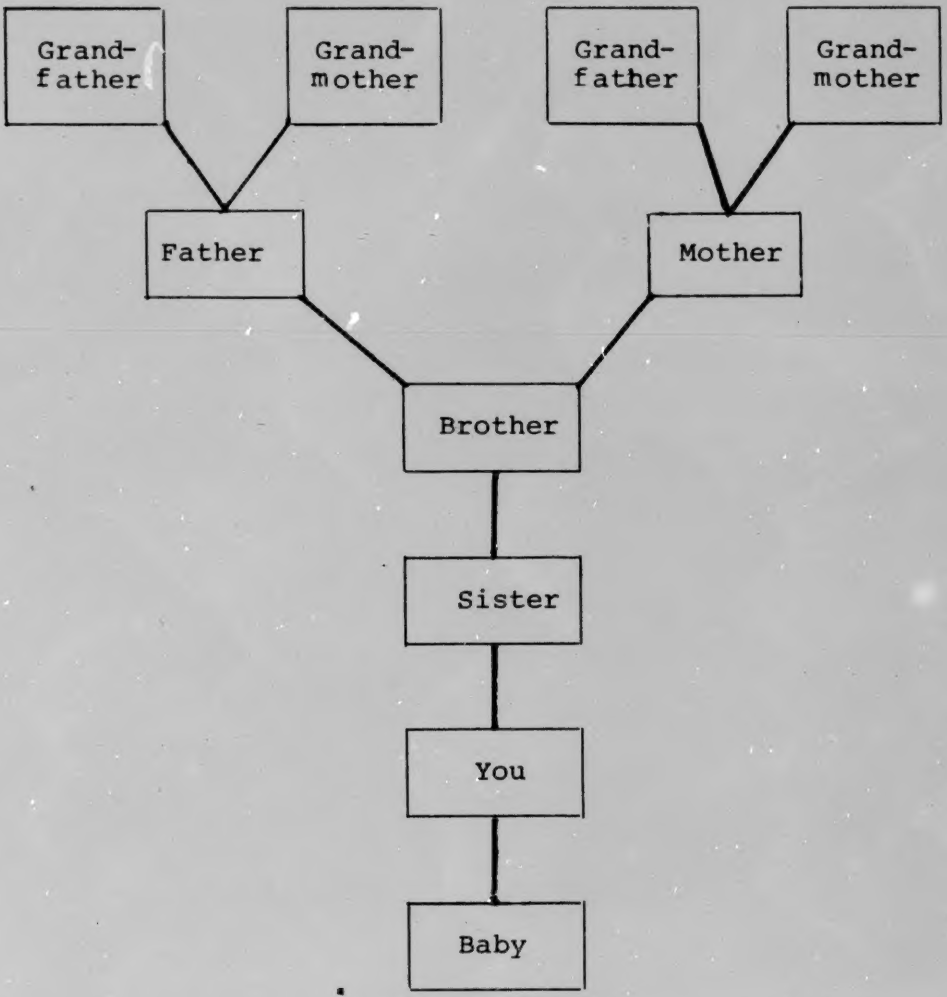
   My family likes me to be around when ___________

   ____

   My parents get angry with me when ______________

   ____

6. Make a family chart. It might look like this.

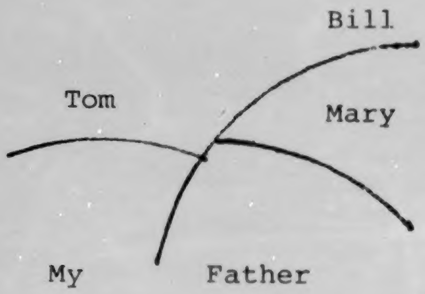

Grand-father
Grand-mother
Grand-father
Grand-mother
Father
Mother
Brother
Sister
You
Baby

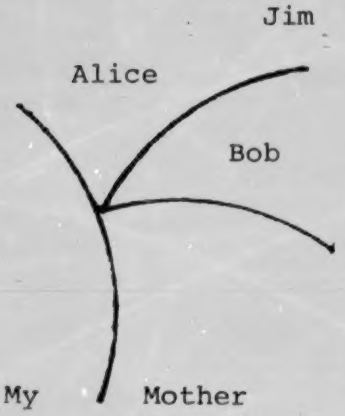
Put the names of your family in the spaces.

7. Make a list of your aunts and uncles. Write their names under the parent who is their brother or sister.

My Father My Mother

8. Make two cousin trees. They might look like this--





9. Pretend you are going to have a family reunion. Tell us about all the people who would be there.

10. Jean is an only child and often gets lonely. Anne is one of eight children and wishes she had a room of her own. Pretend you are Jean. Tell Anne all the things you envy about her. Now act the part of Anne. See if you can convince Jean that she is the lucky one.

11. Draw pictures of your family. You could show them doing jobs they do at home. Compare the pictures with others drawn by your friends. Do most of the fathers and mothers appear to be doing similar jobs?

12. Draw pictures showing happy times you've had with your family. Maybe you could use one of these titles for your pictures.

At the Ball Game with Dad

Down South with My Family

The Big One Got Away

A Summer near the Lake

We Visit the Zoo

13. The doorbell rings, and your favorite relative has arrived for a visit. Tell what there is about this relative that makes him so special. See if anyone else in the room has a favorite family member.

14. Make a list of the names of all the people you have spoken to during one day. Put them under the proper heading.

FAMILY	SCHOOL	NEIGHBOR

Use other headings if necessary. Which list is the longest?

15. The people listed above make up your world. Draw a picture showing you in the middle, surrounded by the people in your world.

Vocabulary

chart

cousin

interview

relative

DISCOVERING WHAT I CAN DO

The purpose of this unit is to promote self examination of unique talents and abilities; to provide ways in which children can practice their talents and enjoy personal satisfaction from successful endeavors; and to encourage exploration, questioning, and wondering.

Behavioral Objectives

To identify individual talents and abilities

To demonstrate one's special skills

To identify abilities that improve with practice and growth

To describe ways in which individual assets differ

To exhibit a feeling of pride in making a contribution

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Show us what you can do:

Bounce like a ball
Hop like a rabbit
Whistle like a teakettle
Croak like a frog
Run like a football player
Smile like a happy person
Wiggle like a snake
Strut like a peacock
Cry like a baby
Squeak like a mouse
Bark like a dog
Growl like a bear

What else can you do? Act it out; let everyone guess what you are doing.

10. Pantomime the following to show how people perform the same activity differently.

    catching a ball
    doing a popular dance
    playing baseball
    playing hop scotch
    playing tennis
    jumping rope
    playing basketball
    swinging

    Talk about how you are better at some activities than at others.

11. The following are activities that some of you can do well now, but you will be better able to do some of them when you are older. Talk about the reasons for thinking you can do them better when you are older.

    basketball
    mowing the lawn
    washing dishes
    writing a story
    ironing your clothes
    swimming
    subtraction

12. Finish the story:

    Today I can hop on one foot ____________________
    Tomorrow I will be able to ____________________
    Today I can spell my name ____________________
    Soon I will be able to ____________________
    Today I can run, tomorrow I will be able to ________
    ____

    Think of some other stories like this. Draw a picture to complete each story.

13. Complete these sentences:

    The thing I can do best is ____________________
    What I like to do is ____________________
    I am unhappy when ____________________
    One way to show what you can do is ____________________
    ____

2. Listen to the music of the phonograph. Show us what the music is saying. You may dance, pantomime, tell us in your own words, sing, et cetera.

3. Play the game, "What Do I Hear, Feel, See?." Make a noise, select an object to be seen, or decide upon an object to be felt while the rest of the class is not looking. After the choice has been made, ask the group members to guess what it is. You may supply clues through--

   acting
   pantomiming

   making gestures
   speaking

4. Play the game, "Hark, Who Goes There?." One child is placed behind a screen. Another child tiptoes by. When detected the child behind the screen calls, "Hark, Who Goes There?" The person tiptoing must then give his name and tell what he can do. The person behind the screen steps out and says, "Show me". The pupil then performs by--

   dancing a jig
   singing

   drawing
   others

   reciting

5. Make a list or booklet of words about yourself. Title the list or booklet Words About Me or draw pictures to illustrate the words.

   Display them in the room.

6. Say to the class, "I know many things." Then tell as many things as you can in one minute.

7. Draw three pictures of yourself. In the first picture show what you could do all by yourself as a baby. In the second picture show what you can do all by yourself now. In the third picture show what you will be able to do all by yourself as a teen-ager. Show your pictures to the class. Tell a story about how your ability improved as you grew older.

8. Place some articles on a table in front of the room such as a rock, a piece of paper, an egg carton, a paper clip. Come to the table and select an article. Show or tell what you can do with it.

9. Play the game, "Follow the Leader." The leader does five different things and everyone follows the leader. Afterwards talk about the different ways people perform the same act.

The thing I can do best all by myself is ____________

____

The things I can do in class are ____________________

____

The things I can do if I want to are ________________

____

The things I can do at home are _____________________

____

The things I can do on the playground are ___________

____

14. Bring to school something you have made and tell us about it.

15. Cut out a picture from a magazine. Choose a friend to act out a story about the picture.

16. Tell the group about a time when you were helpful.

Vocabulary

action

baby

clue

different

feel

game

guess

hear

improve

myself

object

pantomime

perform

recite

sing

WHAT DO I FEEL?

The purpose of this unit is to explore human behavior through awareness of experiences with various feelings and emotions. The activities are designed not to provide deep analysis but rather to develop the realization that having feelings is part of the human experience.

Behavioral Objectives

To share feelings

To encourage personal reactions

To participate in experiences which will produce an emotional feeling

To identify common feelings

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Listen to the record. How does it make you feel? Note to the Teacher: Use any action-type songs and records which allow the children to interpret the words or musical rhythms which help them learn to control their bodies and to express their feelings. This experience will give them personal satisfactions and understandings of how to coordinate their bodies. It will also provide an awareness that things which are seen, heard, and said are related to how we feel.

2. Draw a picture which shows what you think is happening while the music is playing.

3. Finger Play Fun: Note to the Teacher: Poetry may serve the same purpose as Activity #1. It also leads to creative dramatics.

   Attach appropriate action to each line.

There was a little turtle
He lived in a box
He swam in a puddle
And he climbed on the rocks

He snapped at a mosquito
He snapped at a flea
He snapped at a minnow
And he snapped at me!

He caught the mosquito
He caught the flea
He caught the minnow
But he didn't catch me!

Vachel Lindsay. Golden Whales

Note to the Teacher: Refer to the primary language arts guides for suggested finger plays.

4. Listen to Poetry: Note to the Teacher: Select choral poems which have a rhythmic flow, much choral repetition, and an opportunity for active interpretation. These experiences will provide the children with a feeling of group sharing and well-being. Help them identify their feelings after each experience.

Example:

My Zipper Suit

My zipper suit is funny-brown
The top zips up, the legs zip down.
I wear it every day.
My daddy brought it out from town
Zip it up, and zip it down,
And hurry out to play!

Marie Louise Allen. Sung under the Silver Umbrella

5. Invite two people who can speak together in a language other than English to talk before your group. Discuss how members of the group felt while listening without understanding the conversation.

6. "I FEEL" Game:

Form a circle. Choose a leader to stand in the middle of the circle. The leader pulls a card from the box which has a sentence on it. (See suggestions listed below.) The leader reads the sentence and points to someone in the circle to react. The child must begin by saying, "I feel," and then makes a face to show how he feels. The leader may point to as many different boys and girls as he wishes so that many children can take part.

How do you feel when you--

- lost your turn in line/game
- are not satisfied with your school work
- share with a friend
- make a new friend
- are not chosen for a game
- do a good job
- knock something off a table
- enter a dark room
- see a new baby
- cut your finger
- are lost
- win a prize
- are home alone
- lose a pet
- have something taken away from you
- don't know how to do or make something
- want something that belongs to someone else
- wish you had a new toy
- are hit by another boy/girl
- don't know an answer
- are scolded by mother/father
- get a new pet
- trip and fall
- hear a loud noise
- move away from your friends
- get a hug from mom
- smell cookies baking
- hurt someone

7. Cut out magazine pictures of people. Bring them to school.

   Show your picture to the class. Tell how you think the person in the picture feels. Put all pictures on the bulletin board under the word which tells you about the person in each picture. Note to the Teacher: Prepare a FEELINGS bulletin board. Post word categories, such as--

   Sad Happy Angry Frightened Surprised Lonesome

8. Paste "feeling" pictures in a room scrapbook. Write a sentence about each picture.

9. Draw a face to show how you feel when you are happy, sad, angry, surprised.

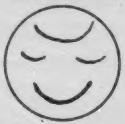
10. Let's talk about nicknames. A nickname is a name used instead of your real name. Do you have a nickname? What is your nickname? How do you feel about this name? If you could choose another nickname, what would it be? Note to the Teacher: Through discussion lead children to explore their emotional reactions to nicknames, i. e., Baby, Junior, Sis, et cetera. This can lead to name calling and associated feelings.

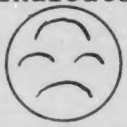
11. We sometimes have more than one feeling at a given time. Play the game, "But." Here are some examples:

    I was happy to come to school, but I was sorry to see my brother look sad.

    I was unhappy to be sick in bed, but happy to get so many toys.

    Think of some others. Note to the Teacher: Each player in turn may hold a large cardboard face which when turned upside down will visually indicate the "BUT."





12. Share-A-Feeling Day. Tell or draw how you feel--

    in the rain

    under the hot sun

    in a dark forest

    in the snow

    eating ice cream

    in a blizzard

    when you're tired

    flying a kite

    on the 4th of July

    rolling in the autumn leaves

13. Listen to the story The Man Who Lost His Head. (See bibliography.) Have you ever lost your head? Note to the Teacher: Stories similar to this one can lead the children to identify their feelings with storybook characters.

14. Complete these sentences:

    I feel sad when ______________________________

    I feel happy when ____________________________

    I feel angry when ____________________________

    I feel frightened when _______________________

I feel lonesome when ________________________

I feel tired when ___________________________

15. Make a list of--

Good Feelings	Sad Feelings
______________	______________
______________	______________
______________	______________

16. Join hands to form a friendship circle. Take turns and say something nice to the boy/girl next to you. Note to the Teacher: Let children explore how they felt. Alternate ideas:

    share a secret

    share a surprise

    say something funny

    If someone said something unkind to you would you still feel like holding hands? Note to the Teacher: Let the children explore this idea. Perhaps some children could role play some situations to dramatize the feelings engendered.

17. Let's pretend. Close your eyes and pretend you are--

    in a boat

    at the beach

    in the park

    on a bicycle

    at a party

    on a picnic

    in a car

    in church/synagogue

    at the zoo

    in the water

    in a garden

    in an airplane

    in the sky

    on a cloud

    Tell how you feel. Let your face show how you feel. Use your whole body to show how you feel.

18. Draw a picture of yourself in any of the above places.

19. Draw a picture of your family. Show the picture to the boys and girls. Talk about your family. Tell what you feel when you think of your mother, father, sister, brother, grandmother, grandfather, et cetera. Note to the Teacher: This same approach can be used with other topics, i.e., school, neighborhood, church, friends.

20. Draw a picture of yourself. Tell the boys and girls "HOW I FEEL ABOUT ME ...." Note to the Teacher: These can be mounted around the room to form a picture friendship circle.

21. Join hands and form a circle. Pretend you are standing around a lake. Jump into the water. How do you feel? Have a water fight. How do you feel? Run back on the beach. How do you feel?

    Note to the Teacher: You can use situations in activity #17 for other such variations.

22. Let's write a story. Look at the pictures in the book. Tell or write a sentence about each page. Note to the Teacher: Any picture book can be used. An example has been included in the bibliography. Mayer: A Boy, A Dog, and A Frog. A group story can emerge with feelings included.

23. Plant some seeds. Watch them grow. Draw pictures of your plants as they grow. Do you enjoy watching the plants grow?

24. Bring a flower to school. Pass it around so everyone can smell and touch it. Tell how you feel about the flower.

25. Draw flower pictures for your room. Note to the Teacher: Soft music in the background during this activity will create an appropriate mood of peace and beauty.

26. The Thinking Corner. Note to the Teacher: Every child needs a quiet time to think about his emotion, i.e., when he is angry, tired, hurt, et cetera. Designate such a corner. Encourage its use. Teach children to respect the silence and privacy of this area. A quiet talk with the child who has so-used this corner will help him to understand his feelings.

27. You are a camera. Show us a picture of--

    me feeling happy

    me feeling angry

    me feeling sad

    me looking frightened

    me looking surprised

Vocabulary

angry

circle

frightened

lonesome

poem

share

FEELINGS AND ACTIONS

The purpose of this unit is to discover the relationship between feelings and actions and to show that ones feelings are similar to the feelings of others. It is also hoped that the child will understand more about his social environment and the various effects of alternative behavior.

Behavioral Objectives

To report personal feelings and examples of resultant behavior

To observe and report feelings and actions of others

To compare feelings in similar circumstances

To identify alternate choices and the resulting behavior

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Bring pictures to school of groups of people. Mount the pictures. Let different children take turns showing their pictures to the class. Note to the Teacher: Ask the following questions:

   What are the people doing?

   What are the people saying?

   How does each person feel?

   Point to each one as you tell how he feels.

   What do you think happened to make him feel this way?

   How did this make the other people feel?

What could they do to make the others feel differently?

What action would you choose?

Choose a person in the picture that you would want to be. Act out what happens and how the person feels. Later show how you would have felt and acted if you had been that person.

2. Take one of the folded pieces of paper. Choose a partner and act out the story written on the paper you have chosen. Note to the Teacher: The following are suggested situations. Pupils may suggest others.

   You are a little boy playing with a big, yellow ball on the playground. A big boy comes along, grabs it, and won't give it back.

   You are on your way to the store to get an ice cream cone. You drop your money, and it rolls in the grass. You cannot find it.

3. Divide into groups of six to eight members. Write your own story about a happening. Who will write the story for your group?

4. Role play your story. Brainstorm the following questions. Remember that all ideas are acceptable.

   What might you say?

   What would happen as a result of what you did or said?

5. Pretend you are a movie actor. You have a chance at playing a wonderful part, but you must show the director how well you can act. The director may choose works from the list below or make up some of his own to be acted out.

   afraid
   angry
   ashamed
   disappointed
   happy
   lonesome
   sad
   shy
   silly
   sorry

6. Finish these sentances:

I am afraid____

I am angry____

I am ashamed_______________________________________

I am disappointed__________________________________

I am happy____

I am lonesome______________________________________

I am sad____

I feel shy____

I feel silly_______________________________________

I feel sorry_______________________________________

7. Show how you would feel if someone made one of the following statements to you:

You are the best helper in the room.

You have the lowest grade in the whole room.

You have a lovely smile.

You jump rope better than anybody.

You are so clumsy! You are always droppong things.

You don't need to eat everything in sight.

You had to be blind to miss that ball.

You are grandma's little treasure.

You ought to be ashamed of yourself.

8. Keep your face still and use only your hands to show--

anger
disgust
excitement
fear
happiness
sorrow

9. John was absent from school. When the principal asked him why he didn't come to school he didn't say anything. He just shrugged his shoulders. Is that an answer? What does it mean?

10. Match the feelings listed below to the sentences--

embarrassed

excited

happy

jealous

nervous

sad

scared

sorry

You are just about to tell a story to your group. __________

You are shopping with your mother. The store is closing and you can't find your mother. __________

You are on a space ship to the moon. __________

Your sister got the game you wanted. __________

Everyone on the block has roller skates but you. __________

You received the new bike you wanted. __________

You accidently hit your little sister and now she's crying. __________

11. Feelings cause people to act in different ways. When some people get angry they sit down and cry. Others shout and argue.

What do you do when you get angry? __________

12. Have you ever laughed so hard that tears came to your eyes. This is what is meant by"laughing until you cried."

Are you happy or sad then? __________

13. The baby cried, but when he was fed he stopped. Another time he cried, then fell asleep, and when he woke up he was happy. Crying is about all a baby can do. When people are tired or hungry they might get cross.

Have you ever been cross? When? __________

____

14. Show how you would act in the following situations:

You are called to the principal's office. ____________

The captain tells you "abandon ship." ____________

You are feeling ill on a merry-go-round. ____________

You are in a stalled elevator. ____________

Someone stole your bicycle. ____________

You have just eaten your Thanksgiving dinner. ____________

You have won first prize in a contest. ____________

A girl you don't like won first prize. ____________

Vocabulary

brainstorm

different

pretend

shrug

DISCOVERING INDEPENDENCE

The purpose of this unit is to promote initiative and self-reliance. Supportive experiences and creative endeavors are encouraged to provide for growth in independence.

Behavioral Objectives

To initiate activities enthusiastically

To derive pleasure from a creative task

To act independently when given a choice

To identify procedures that lead to success

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Pretend you are the teacher. Show how you would teach an arithmetic lesson.
2. Your mother is very busy. You must mind your little brother and sister. Tell us what you would do to keep them out of trouble.
3. Lucky you! You found a magic carpet. Where will you go? Whom will you take with you? What sights will you see? What presents will you bring home?
4. Do your thing. Each pupil has 2 minutes to speak, sing, act, tell a joke, or anything else that he wishes. Choose a chairman and a committee to manage the show.
5. Make believe you are--

    the teacher entering a very noisy room

    mother talking to the teacher

    father reading to baby sister

a baby sleeping

watching the baby when you wanted to go out and play

a little boy talking to his older brother.

6. I can read but I can't fly an airplane. Tell us some things that you can and cannot do. Will you ever be able to change the "can'ts" to "cans?" Are there some "can'ts" you may never change? Why?

I can ______________________________

but I can't ______________________________

I can ______________________________

but I can't ______________________________

I can ______________________________

but I can't ______________________________

I can ______________________________

but I can't ______________________________

7. Play "House." Have four or five people in the family. Change the parts around. Is it easier to be the mother than the father? The sister rather than the brother?

8. Make puppets. Act out your favorite story.

9. Bring pictures of people doing dangerous things. Tell what it is that is dangerous, and what the people could do to make it less dangerous.

10. Draw a picture of yourself doing something dangerous. Show it to the class. Tell them what might happen to you as a result of such dangerous action.

11. You are the captain of a team. Tell us how you select your team. Some children don't agree with your plan for a game. What do you do then?

12. My! How I've Grown!

When I was little I had to play in the yard but now

____

My mother used to tell me stories but now ________________

____

I used to use the wading pool but now ____________________

____

Once even baby swings frightened me but now ______________

____

There was a time when I couldn't reach the drinking fountain but now ________________________________

____

- -

Vocabulary

chairman
committee
dangerous
magic
puppet

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This compilation is not intended to be a comprehensive list of all available materials. Rather it is offered as a guide to the teacher who may wish to compile other references. Examples of additional contemporary resources include publications such as those of the U.S. Government Printing Office, The Vocational Guidance Quarterly, or the Instructor.

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Judy's Ups and Downs

Getting To Know Me. Society for Visual Education, Inc. Color. Set of 4 strips and 2 records.

People Are like Rainbows
A Boat Named George
Listen! Jimmy!
Strike Three! You're In!

How Do You Feel? Churchill Films. Color. Set of 6 strips.

How Do You Feel about Your Community?
How Do You Feel about Your School?
How Do You Feel about Animals and Plants?
How Do You Feel about Home and Family?
How Do You Feel about Other Children?
How Do You Feel about Being Alone?

Our Feelings. Holyoke, Massachusetts: 01040. Scott Education Division, 1971. (Scott Graphics) Set of 6 strips and 6 records or cassettes.

I have Feelings Like Yours
Feelings When Learning is Hard
Feelings When Learning is Easy
Feelings of a Mischief-Maker
Feelings About Family, Friends,
  and Make-believe
Teachers Have Feelings Too

Phono Viewer Program Sets. Rebco-Audio Visual. Color. Set of 4 strips and 4 records.

Bowmar Early Childhood - Set I
Bowmar Early Childhood - Set II
Bowmar Early Childhood - Set III
Bowmar Early Childhood - Set IV

Tales of the Wise Old Owl - Group 1. Society for Visual Education, Inc. Color. Set of 6 strips and 3 records.

Dr. Retriever's Surprise
The Busy Bee
Commencement at the Obedience Academy
Silly Excuses
Chuckie Chipmunk
Speedy the Snail

Tales of the Wise Old Owl - Group II. Society for Visual Education, Inc. Color. Set of 6 strips and 3 records.

Bushy, the Squirrel
Corky, the Crow
Bruso, the Beaver
School Days in the Ocean
House of the Wren
Peppy, the Pup

Tales of the Wise Old Owl - Group III. Society for Visual Education, Inc. Color. Set of 6 strips and 3 records.

Bootsie, the Lamb
The Feather That Was Lost
The Wind and the Seeds
Pearl of Great Price
The Fairy King
Justus, the Ant

Flat Pictures

The Human Value Series. Steck-Vaughn Company. Set of 10 - 19" x 24" Color pictures with easels.

Urban Education Series. Steck-Vaughn Company. Set of 4 albums (A-D) each containing 6 - 18" x 18" B&W. photographs.

Album A Growing Is - 1965
Album B A Family Is - 1965
Album C A Neighbor Is - 1965
Album D A City Is - 1965

Multi-Media Kits

Anderson, Judith, et al. *Focus on Self-Development*. *Stage One: Awareness*. Chicago: Science Research Associates, 1970.

Dinkmeyer, Don C. *Developing Understanding of Self and Others*. (DUSO) Circle Pines, Minnesota: American Guidance Services, Inc., 1968.

Dunn, Lloyd M., and Smith, James O. *Peabody Language Development Kit*. Circle Pines, Minnesota: American Guidance Services, Inc.

Level P Kdg - 3 - 1965-66-67
Level 1 Ages 4½ to 6½ - 1965
Level 2 Ages 6 to 8 - 1969
Level 3 Ages 7½ to 9½ - 1969

Records

Laughing and Playing. Society For Visual Education, Inc. 2 records. Album IR--15A - IR--15B.

Transparencies

Wass, Philmore Dr., et al. *Everyday Economics*. *A Program for the Elementary Social Studies*. New York: Noble & Noble Publishers, Inc.
Level 1 "The Family" - 1967
Level 2 "The Community" - 1967
Level 3 "Early Settlers" - 1967

DEVELOPING HABITS AND RELATIONSHIPS

HOW DO I GROW?

The purpose of this unit is to show that growth means change, and that such change is an inevitable, continuing process which affects all people. Each person grows in his own way and is different from any other person.

Behavioral Objectives

To observe the physical changes in people as they grow older

To identify changes that can be seen as well as changes that are not visible

To describe how people grow

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Bring pictures to class of people whose ages range from babies to grandparents. Paste the pictures on a long sheet of paper, arrange them in order from the youngest to the oldest.

   Talk about how people follow similar growth patterns. Note to the Teacher: If pupils have difficulty tracing the pattern of growth, ask leading questions to help them discover patterns such as:

   A very tiny person who has to be carried and drinks milk from a bottle is a ______.

   A person who works for a living is a ________________.

Someone who has seen his children become adults and have children of their own is a ____________________.

Talk about how people's needs change as they grow older. Point to the related picture as you do so.

2. Role-play one of the following people. Try to think, act, feel like the person you are portraying--

little sister	(4 years old)
baby brother	(6 months old)
first grader	
eighth grader	(big sister)
mother-father	
grandparent	

3. Make a chart of your height and weight. Keep it for the school year. Note to the Teacher: This can be a student project carried on in the gym class. Pupils decide who the recorder, checker, weigher, reader of height, et cetera, should be. Talk about how each one grows in his own way.

4. It is June and you try on your last summer's slacks. It is getting colder and you put on your winter coat which was new last Christmas. What changes will your mother probably have to make in the slacks and the coat?

5. Your father tries on last summer's slacks and he is very unhappy; your mother tries hers on and they fit fine. What has happened?

6. Many families have hand-me-downs. Tell which of the following things would be in that class. Why?

   boots
   dresses
   toothbrushes
   jackets
   raincoats
   trousers

7. Prove that your mind is growing along with your body. Think of something that you used to do that you have now stopped doing.

8. Think of the games you played at recess two years ago. Do you still play them? What games will you probably play two years from now? What games will you be playing in high school? In college?

9. Grown-ups play games also. Make a list of games that older people play.

10. When you eat at a restaurant do you order things like hamburger, french fries, and pop? Do your parents order that also? Do you think you will ever change your eating habits?

11. When you were little probably much of your spending money went for candy. Do you still do that? How does a teen-ager spend money? How do parents spend money?

12. Make a list of your favorite television programs. Ask your best friend, your parents, or your grandmother to tell you their favorite program. Did anybody choose one of those on your list?

13. Match the television program to the person who is probably watching it.

    All in the Family
    Julia Childs
    Baseball Game
    Sesame Street
    Let's Make a Deal
    Mod Squad
    Bozo's Circus
    Passage to Adventure
    Marcus Welby
    Cartoons

    3rd grader
    Father
    Mother
    4 year old
    Grandmother
    Grandfather
    1st grader
    6th grader

14. What comic books did you read last year? Are you still reading the same kind? Pretend that you saw your father reading that comic book. Show how you would feel.

15. Here are some names of different age groups.

    Pre-schooler
    Elementary pupil
    Teen-ager

    Young adult
    Middle years
    Old age

    Choose the age at which you might do the following things

    fly a kite ______________
    sit on a bench in the park ______________
    ride a motorcycle ______________
    eat a lollipop ______________
    buy a summer home ______________
    attend night school ______________

16. Divide into groups. Each group choose one period of life from the above list and think of all the reasons why it would be "the time of your life." When each

group has acted out all the good things about its age period, see if the class can decide what time of life is the best.

17. Each period of your life will contain something you like and something you dislike. Can you think of some of these things?

18. Which of these statements might be true? false?

	TRUE	FALSE
Grandpa won the fifty yard dash	____	____
College life was exciting to Baby Alice.	____	____
Uncle Henry climbed a mountain.	____	____
Mother played golf with her friends.	____	____
They gave a swimming trophy to grandma.	____	____
The teacher enjoyed watching the cartoons.	____	____
Father looked funny in his diving outfit.	____	____

MY SENSES HELP ME

The purpose of this unit is to develop an awareness of how the sense of smell, touch, sight, sound, and feel help one to understand his world or environment.

Behavioral Objectives

To identify the sensory organs of the body with the ways they work for us

To experience the world around us through our senses

To recognize the ways in which the senses protect us

To identify objects through a combination of senses

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Close your eyes and listen to the sounds around you. What do you hear? Note to the Teacher: The location can be changed so the children can hear sounds related to--

    the park
    the schoolyard
    the lunchroom
    the library
    the gym
    the street

2. Pretend you are in one of these places. What sounds would you hear?

    at home
    in the fire station
    in church

    Draw a picture of the things you would hear in each place.

    Note to the Teacher: Introduce the word environment so the children will come to know it means the world around them. Oral use will re-enforce this meaning.

Examples:

school environment	home environment
neighborhood environment	other

3. Bring a toy to school that makes a sound. Note to the Teacher: Lead children to categorize the sounds they hear, i.e. loud, soft, musical, et cetera.

4. "Telling" sounds tell you to do something. What do these sounds tell you to do?

   alarm clock
   doorbell
   police whistle
   ambulance siren
   radio "beep" signal
   fire drill bell
   telephone ring
   recess bell
   scream

   Can you name other "telling" sounds?

5. Draw a picture for the SOUNDS bulletin board in your room. Put your picture under the right title.

   SAFETY SOUNDS HAPPY SOUNDS ANGRY SOUNDS SAD SOUNDS

6. Listen to the record/tape. Can you name the sounds you hear? Note to the Teacher: You can pretape common sounds for classroom use. Refer to the bibliography for record Sights and Sounds Around Us.

7. Pretend you are a person, an animal, or a thing. Make a sound so the boys and girls can guess who or what you are. Note to the Teacher: Peter and the Wolf can be used here.

8. Look around you. How many different colors do you see? Name them.

   Take a piece of paper. Fold it in four so you have four squares. Color each square to match a color you see around you.

9. Look at the clothes on the boys and girls in your room. How many different colors do you see? Note to the Teacher: As a color is named the child can be asked to go to a location so that the children will be grouped around the room according to the color of their clothing.

10. You are a detective. You must find something to match the shape of the clue in your hand. Note to the Teacher: Prepare the following shapes out of cardboard.

    squares triangles circles

Let a child pick a shape and try to find or name all objects shaped like his clue.

11. On your way home look around you for things which are shaped like a circle. Draw a picture of each one you see. Note to the Teacher: This can be modified. On different days the square, rectangle, or triangle can be the shape to be found.

12. Put your pictures (activity #11) on the bulletin board.

SHAPES AROUND US

13. Draw a circle, a square, a triangle, a rectangle. Make each a different color. Cut each one out. Note to the Teacher: Encourage different sizes, i.e. big, small. Collect all shapes and put them in a "Shapes Box" for use later.

14. Mix and Match Game: Children can take turns picking or calling. The caller will say to a picker "Pick a green circle, a red square; or Pick a big green circle, a small red square, et cetera."

15. Same or Different Game: Use the shapes from activity #13. Pick out 5 pieces. Are any the same? Which ones? Does size make any difference? Note to the Teacher: Variation in perception of shapes and colors can be stressed. For example

    Pick one piece; match it either in shape, size, or color.
    Pick one piece; do not match it in shape, size, or color.

16. What Is It Game: Use the same shapes from activity #13.

    Take pieces from the Shapes Box and make something by putting the shapes together. Let the class guess what it is.

    Example:

    ice cream cone

17. Mix paint to make different colors.

18. Cut out magazine pictures of colors. Put the color under the right heading.

BLUE GREEN RED YELLOW

What do you notice about colors under each heading? Note to the Teacher: Make children aware of shades of colors.

19. I See, I See Game: One child describes a person, an animal, an object, for the class. He begins "I See, I See, What Do I See...?" The child who names what is described becomes the next leader.

20. See and Remember Game: Put 3 to 5 objects on a table. Let a child look at the objects and then turn his back. He must tell what he saw. If he is correct, he will become the new leader. Note to the Teacher:

Variation:

Increase or decrease the number of objects so each child must tell what is missing or what has been added.

21. Let's talk about noses. What does a nose do? How does your nose work for you?

22. Put your nose to work. On the way home or at home think about all the different odors or smells your nose picks up. Tell your class about them the next day. Note to the Teacher: These observations can be grouped.

Pleasant odors Unpleasant odors

23. Discuss how unpleasant odors can help us. Note to the Teacher:

Examples:
gas leak spoiled food smoke

24. Organize a smelling party. Each child brings something to school which has an odor. The children smell each item and try to identify the odor.

25. Draw pictures of things that smell pleasant/unpleasant

Variation:
Draw a picture of something that has your favorite odor.

26. Collect pictures of activities which have an odor, i.e. cooking, garbage collecting, lawn cutting, et cetera.

27. Plan a Tasting Party. Each child can bring something to be tasted. Children can decide how these taste. A list can be made.

Sweet	Sour	Hot	Cold

Note to the Teacher: Relate this activity to smell. Is there a distinctive odor and taste, or no odor but a specific taste?

Variations:

Blindfold a child. Can he guess the taste without seeing the item?
Have the child hold his nose. Can he guess the taste without the use of his nose?

These activities will build the concept of the interrelationship of the senses.

28. Complete these sentences:

If I were blind, I couldn't see ____________________.

If I were deaf, I couldn't hear ____________________.

If I had no nose, I couldn't smell __________________.

If I had no hands, I couldn't feel __________________.

29. Touch and Guess. Put objects in a bag. Blindfold each child. Choose an object, feel it and try to describe it. Can you tell what it is? How well did you do? If you had not been blindfolded would you have been able to identify the object right away? How do the senses help each other?

30. Collect as many things as you can which feel different from each other when you touch them, i.e. smooth, rough, soft, sticky, et cetera. Bring them to class. Feel the different items brought into class. Note to the Teacher: Suggest fabrics, woods, wallpaper, sandpaper, et cetera to insure variety. Introduce the word "texture."

31. Glue your collected items from Activity #30 on a sheet of art paper to form a picture, i.e. an animal, a plant, a scene. Let the texture of the item help you decide where it should be placed.

Examples:

sandpaper	tree trunk

MAKING FRIENDS

The purpose of this unit is to explore with pupils various aspects of friendly and unfriendly behavior. The activities presented are aimed at building satisfying, realistic relationships with others.

Behavioral Objectives

To observe and identify friendly and unfriendly behavior

To compare friendly and unfriendly feelings

To list some causes of friendly and unfriendly behavior

To demonstrate ways of making friends

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Listen to the story and act out how you think it should end. Note to the Teacher: Select one of the stories below to read to the class. Allow pupils to role play the conclusion. See if pupils can identify the friendly and unfriendly behavior observed.

   Mary saw her little brother running down the street. Suddenly he slipped, stumbled and fell. Surprised and hurt, he came crying to Mary. What do you think Mary should do?

Jane was excited because she had received an invitation to Anna's birthday party. Her best friend Kim did not receive an invitation, although she knew Anna as well as Jane. In fact Anna had attended Kim's party only three weeks ago. When Jane goes to Kim's house what do you think she should do or say?

2. What would you do if--

   you saw your best friend trying to take a little child's ball?
   a girl in your room shared her candy with everyone but you?
   a new boy came to the room?
   you saw a little child who was lost?

3. Finish the sentences.

   I like being a friend of _________.
   My friend __________ likes to be with ____________.
   My friend __________ makes me feel ____________.
   My friend __________ thinks I am __________.
   My friend __________ lets me __________.
   My friend __________ wants me ________.
   My friend __________ always __________.
   I would like to be __________ friend, but I ______.

4. Divide into small groups. Each group is to decide what they like most in a friend. List the answers of each group. Vote to decide the most important qualities.

5. Your friends are angry because you tattled about an incident on the playground. They all say you are no longer their friend. How do you feel now?

6. "A man's best friend is his dog." How can that be? Tell what there is about your pet that would make him a friend?

7. Tell what you think these sayings mean. "A friend in need, is a friend indeed." "John is a fair weather friend." "Birds of a feather flock together." "The only way to have a friend is to be one."

8. Finish the story.

   Your best friend sits across from you. She asks to copy from your paper during the test.

   You have money for only one cone. You meet John who has often treated you to ice cream.

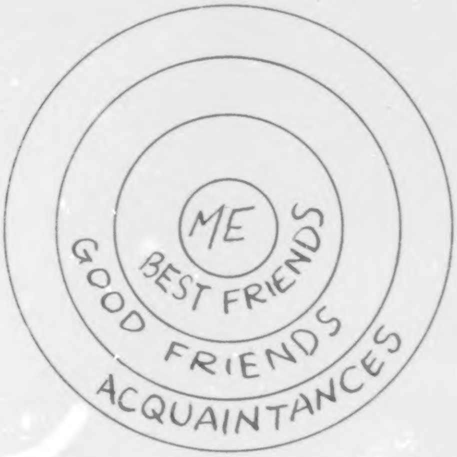
Bill and Jack are good friends. A new boy moves into the neighborhood and Bill wants to make friends with him. Jack doesn't like him, and doesn't want Bill to become his friend.

Helen, a girl in your room, did not invite you to her birthday party. Now your mother says you may invite all the girls in your room to your party.

You and Joe share a secret. Now another boy in your room knows it, too. You had seen Joe and him talking together the other day.

The new girl seems so pleasant. You would like to know her better but she is very shy.

9. Make a friendship ring.



Put names in the outer three rings. Which ring has the most names?

10. Choose a friendly boy and girl in your group. Make a list of the things about them that make them so friendly.

Bob	Nancy

Do the same things appear on both lists?

11. Who was your best friend last year? Who is your best friend now? If there has been a change can you tell how that happened? If the best friend is the same, tell of some recent proof of his friendship.

12. True or False?

    Friends should be about the same age _________
    Your brother can be your best friend _________
    Once a friend always a friend _______
    A friend always agrees with you _______
    Most people have about ten best friends ______
    At times being a friend can be difficult ______

13. A hermit is a person who lives by himself and doesn't need or want any friends. Another kind of person must be with people at all times. He seems unable to be by himself. When do you like to be with your friends? By yourself?

14. Ask your parents to tell you about their friends. Where did they meet them? How long have they known them? Why do they like them? Compare your answers with the other people in your room. Make a list on the board of all the places where your parents met their friends.

15. List your friends under the name of the place where you met them. You might have these headings.

    School   Neighborhood   Church   Cub Scouts

16. Is there any age at which you will stop making friends? Pretend you are now living in another town. You want to make some friends. What will you talk about?

WHY PEOPLE ACT AS THEY DO

The purpose of this unit is to recognize that while there is a universal mutuality among people, there will be distinctive traits in each individual. Although all of us have basic needs which must be gratified, we may not fulfill them in a similar manner.

Behavioral Objectives

To identify feelings that all people have

To relate feelings to actions

To recognize and report causes of behavior

To identify acceptable and unacceptable behavior

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Name six things you need to have as a human being. You could start with food. Look at your list. Compare it to a friend's list. Is there anything there that your friend has not listed? Decide whether you really need it.

2. Complete the sentences.

   I am happy ______________________________________.

   I feel sad ______________________________________.

   I get angry _____________________________________.

   I worry ____.

I feel hurt ______________________________.

3. Think about people you know. Complete these sentences.

___________________looks happy ___________________.

___________________seems sad ______________________.

___________________gets angry _____________________.

___________________appears worried ________________.

___________________seems hurt _____________________.

4. Look at your two lists. Do you and people you know feel the same way about things? Tell where your feelings differ.

5. Babies need afternoon naps. Kindergarten pupils have rest periods. What about you? What do you do during recess? How do you feel when you return to class? How do you feel on days that you have indoor recess? Do you prefer to go outdoors? Why or why not?

6. Finish these stories:

Mother loves ice cream. Johnny couldn't sleep one night and thought he would surprise her. He woke her up at 2:00 A.M. from a sound sleep and told her he had fixed her a big dish of ice cream.

Father loves to hear about Bill's baseball team. So one morning as he was ready to leave for work, Bill started to tell him about yesterday's game.

Neither Mary nor Jean did their homework The teacher asked Mary for the reason but not Jean. She asked Jean if she were feeling better.

Bill seemed crabby. He was restless in his seat. One day after talking to the teacher-nurse the teacher moved him from a last seat in the room to a front seat.

7. Mark these true or false:

People cannot live without food and rest _______

Everybody does something well and some things not so well. _______

All people sometimes do and say things
they are sorry for later. ________
Parents say "no" just to be disagreeable
to children. ________

8. People say things sometimes that they really don't mean. Have you ever heard someone say--

"Keep your old ball. I didn't want to
play anyhow."
"It doesn't matter to me one little
bit who Jane walks home with."
"I don't care about the dress. I never
liked it anyhow."
"No. You take the last piece of candy."
"Yes. I'll be glad to let you wear
my new dress first."

Why do we sometimes say something that we don't mean? Is that always a wrong thing to do?

9. You don't need a crystal ball to know some things. You can guess the answers your parents will make before you finish asking certain questions. Make a list of certain Yes and No answers.

Example: Parents will say "Yes" to this: "Could I have more milk."

"No" to this: "May I watch the late show?"

Will these certain Yes and No answers ever change? When?

10. Here are some old sayings. Can you tell what they mean?

"Mary, Mary quite contrary, how does your garden grow?"

"There was a little girl who had a little curl right in the middle of her forehead. When she was good, she was very, very good. When she was bad she was horrid."

LET'S PLAY FAIR

The purpose of this unit is to explore attitudes, values, and experiences of children as they relate to the concept of fair play and to clarify its meaning.

Behavioral Objectives

To observe and record examples of fair and unfair behavior

To distinquish between what is fair and unfair behavior in a given situation.

To describe the effects of personal decisions upon others

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Listen to the stories. How do they make you feel?

The kindergarten pupils and the sixth graders are to play a game of baseball. The winners will be treated to ice cream.

The teacher and the ten-year-old entered a hula hoop contest. The teacher was almost sixty years of age.

Little Tom and his big brother were wrestling. One of them said, "I give up."

Your mother and Mr. Amato are in a baking contest. Mr. Amato comes from a family of famous cooks and bakers.

Re-write the stories so that each of the persons has a fair chance. Will that make you feel better?

2. Fairy tales have happy endings. Would these fairy tales be interesting if--

   Cinderella's stepmother and step-sisters were kind to her?

   Rudolph had many reindeer friends before a certain Christmas Eve.

   The Queen didn't mind Snow White being more beautiful.

   The wolf was little and good, and loved Red Riding Hood?

3. Everyone knows the story of David and the giant, Goliath. Pretend David went out to slay a dwarf. Would that change the pleasure of the story? Whose side would you be on? Why?

4. Most of the people in your class get good scores in spelling. Billy has trouble with spelling. Today Billy got a 100. The teacher praised him more than anyone else in the class.

5. The golden rule is to treat others as you would like to be treated. What's golden about a rule? Can you apply this rule in the following stories?

   You and the new boy in the room are to choose sides for a game. You know which boys are the best players.

   Mary has a chance to go to the movies but she must mind her baby sister. You have already seen the film and really enjoyed it.

   It is the substitute teacher's first day in your class. She doesn't know any of the pupil by name.

   At recess you're having a good time playing tag with your friends. The new girl is leaning against the wall all by herself. She looks lonesome.

   Mary brings a birthday treat to school. There are forty pupils but she has only 35 pieces of candy.

6. Fair or unfair?

Sammy Davis, Jr. and Muhammad Ali take part in a boxing match. ________

The first grader and the eighth grader have a spell-down. __________

Mary and her twin sister play ping pong. ________

Billy gets two small cookies and Tom gets one big cooky. ________

An elephant and a pony pull the same size circus wagon. ________

Peggy came late and went to the end of the line. _________

Johnny stayed on the only swing for the whole recess period. _________

7. Are you being fair when you say--

All rich people are stuck up

Our principal won't let us have any fun

My father likes my sister best

In our school the teachers pick on the boys

I can never do anything I want to do

All children should study more

Sally Smart is teacher's pet

Mother makes me do all the work?

8. Have you ever received a punishment that you deserved? One that was not deserved? Tell how you felt about each of them.

9. Pretend you've done something wrong. No one finds out about it. How might you feel? Then you are found out and are punished. Discuss how you feel now.

10. Have you met people like this? Choose a friend to role-play one of the following situations:

John owns the ball and bat, so he makes all the rules.

When Mary plays house she always has to be the mother.

If she isn't winning, Jane will pick up her jacks and go home.

When you win Jack says it's luck, when Jack wins he says he's a better player.

If you're hurt and want to cry, mother says "be brave"; when the baby hurts himself mother hugs and kisses him.

When Bill is lucky at marbles he can play all day; if he's losing he has to go home early.

11. Someone has called you "teacher's pet." See if you can convince people that you are not receiving any special favors.

THINGS ARE NOT ALWAYS THE SAME

The purpose of this unit is to recognize that changes are taking place all about us. This constant of change and inevitability and the challenge of it, permeates the child's environment. It is hoped he will be stimulated by such changes, enjoy their encounter, and tolerate unwelcome changes when necessary.

Behavioral Objectives

To identify changes that have occurred

To describe changes which make life exciting

To recognize that change is not inherently good or bad

To enjoy the challenge of change

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Have you always looked the way you look now? Make a list of some changes in your appearance since you were born.

2. One of the changes we have listed is in height. You have all grown taller.

3. Look around the school room. What do you see that you did not have in the kindergarten room? Would you like a painted circle in your present room?

4. A two year old loves to pull a toy bell behind him. Would that be much fun for you now? Discuss with your group other activities that you once enjoyed.

5. When you were small, did you have sides on your bed? Do you need them now? List other things that you did use that you no longer need.

6. At one time you ate mashed food only. Would you like to eat that kind of food now? Discribe your favorite foods.

7. Pretend it is your first day in kindergarten. Have another pupil pretend to be your mother. Remember to hold tight to your mother's hand, to use the stairs one at a time, to have trouble reaching the water fountain, to zip up your jacket with difficulty. See if the other children remember things that you've forgotten about kindergarten.

8. Sometimes it may seem that you are never the right age. Do you ever hear?

   Wait 'til you're older.
   You're too young to see that movie.
   You're too old for the baby swings.
   You're big enough to know better.
   You're too small for a two wheeler.
   You're too big for the wading pool.
   Next year, you can stay up longer.
   Acting like that at your age!
   Now, be a good boy, and give it to
     your little brother or sister.

   Can you think of some other statements to add to the list?

9. At other times it's fun to be just the age you are. Think of some things you enjoy doing now, that will probably change as you grow older. Can you think of some things that you might do all your life?

10. Are these statements true of your family? Yes or No?

	YES	NO
My mother jumps rope.	___	___
My father plays catch.	___	___
My older brother plays ball.	___	___
My baby brother plays chess.	___	___
My big sister models clothes.	___	___
My little sister plays dress-up.	___	___
My grandmother plays Bingo	___	___
I play with my rubber duck.	___	___

11. Make a list on the board of all the schools the children in your room have attended. Locate the schools on a map of your city. Have the members of the class tell about their different schools. Make a bulletin board noting what is alike and what is different about the schools.

At our school	At other schools

12. Alice's father is in the Army and they have lived in many different places. Betty's father has owned a shoe store for twenty years. Finish the sentences:

Alice envies Betty ______________________________.

Betty envies Alice ______________________________.

You envy Alice ___________________________________.

You envy Betty ___________________________________.

You're glad you're you __________________________.

13. In kindergarten you had picture books and there were few words on the page. Now, the pictures are smaller and there are more words. You may have seen some high school books and there is even more printing with almost no pictures. Why is this?

14. Jane's father changed jobs and the family moved to another city. What changes will Jane have to make?

15. Look out the window. Draw a picture of what you see Write a story about the picture. Do the same thing each week for a while. Tell what changes you observe.

16. Pretend it is the year 2000 and you have just awakened after sleeping for twenty years. Tell about the new things you see.

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LEARNING ABOUT OPPORTUNITIES

WORKERS AROUND ME

The purpose of this unit is to provide an awareness of the number of people who service a community. An identification of these workers will provide insights and appreciations of the kinds of workers every community needs.

Behavioral Objectives

To construct a map of the school neighborhood

To locate specific places on a map

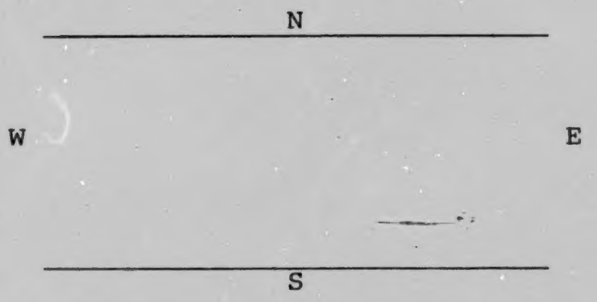
To identify workers in the community

To locate and identify places where people work

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Plan with your class a map of your neighborhood. Make it large enough so every boy and girl can add to it. Put your school in the middle. Add the streets and name them.



Each child may put a box like this ☐ to show where he lives. Note to the Teacher: This should be large so it can become an on-going activity. Add whatever you wish to the map as the unit progresses. One box for each address.

2. What other buildings do you think should be included on your map? List these on the board. Note to the Teacher: Lead children to name places of business in the community.

3. Add buildings from activity #2 to your map. Put a long box like this for each one. Put the name inside.

   Example: Library

   Gas Station

4. Take a walking trip to check your map. Are there some places you forgot? Did you put some in the wrong location? Correct your map.

5. Let's play "On an Errand." The leader will tell you where you are on the map. Put your finger on that point. The leader will tell you where to go. Show on the map the streets you will take. If you find your way, you will be the new leader.

   Example: Begin at home; go to the bakery.

6. Many people in your neighborhood work for you. How many can you name? Note to the Teacher: List these on the board as they are given. The following are some suggestions which the children may wish to include:

   postman
   TV repairman
   custodian
   librarian
   plumber
   painter
   bricklayer
   bank teller
   storekeeper
   taxi driver
   garbage collector
   telephone installer
   newspaper boy
   gas station attendant
   crossing guard
   playground teacher
   ambulance driver
   street cleaner
   launderette attendant
   park attendant
   teacher
   waitress
   bus driver
   minister
   fireman
   druggist
   baker
   landlord
   policeman
   doctor

Interview one of these workers so you can tell the boys and girls in your room about his work.

7. Which of the workers in activity#5 come right to your door? Name them. Draw a picture of one of these workers. Cut it out.

8. Make a puppet out of your picture. Depending upon the size of your puppet, scotch tape it to a large or small stick, ruler, tongue depressor, popsicle stick, et cetera.

9. Interview the puppets (activity#7). Find out how each works for you.

10. Which of the workers in activity#5 do not come to you? You go to them so they can serve or help you. Name these workers.

11. Draw a face of one of these workers. Make a mask out of your drawing. Cut out the eyes. Put two holes on either side of the face. Put a string through these holes. Slip the mask over your face.

12. Plan a trip to ____________________. Who works there? Note to the Teacher: Suggested trips are:

    - library
    - post office
    - supermarket
    - launderette
    - fire station
    - school
    - drugstore
    - gas station
    - park
    - bank
    - bakery
    - playground

13. Make a sign for each place of business. Put these signs around the room.

14. Wear your mask (activity#11). Show the boys and girls the work you do. Have them guess who you are and where you work. If they guess correctly go and stand under the right sign (activity#13).

15. Invite some of the community workers to school to talk to the boys and girls. Note to the Teacher: Some of the parents may work in the community and could act as resource people.

16. Put your picture of a community worker on the bulletin board. Note to the Teacher: Prepare a bulletin board.

WORKERS AROUND US

Service Workers

Sales Workers

Repair Workers

Sanitation Workers

17. Who would help if you --

lost a pet

had an accident

wanted a book

wanted garbage collected

needed medicine

had a leaky faucet

needed a telephone

wanted to deposit money

became ill

needed gas

had a fire

lost your bike

18. Make a picture directory, a "WHO's WHO" of the workers in your neighborhood. Note to the Teacher: This can be a class project with each child making a contribution.

19. Bring a copy of the community newspaper to school. Cut out pictures about people and places in the neighborhood. Write a sentence to be put under each picture.

20. Listen to your teacher read the articles from your community paper. Note to the Teacher: Plan an OUR COMMUNITY bulletin board to mount articles and pictures (activity #18).

21. Note to the Teacher: Provide children with an opportunity to view and discuss the audio-visual materials listed in the bibliography. These should be viewed at appropriate times as curiosity and interest indicate.

WHO WORKS AT THE SUPERMARKET?

The purpose of this unit is to acquaint children with various kinds of workers and what they do in a familiar community establishment, the supermarket. An awareness of the interdependence of workers and their contributions is developed as children broaden their concept of the importance of community life outside the home.

Behavioral Objectives

To identify the kinds of workers needed to operate a supermarket

To describe various jobs that the workers in a supermarket perform

To recognize the teamwork necessary in a successful operation of a supermarket

To identify the departments of the supermarket

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Bring newspaper advertisements of supermarket sales to class. Make a shopping list of things to buy.

2. Plan a trip to the supermarket. Who will give permission to go? Who will be our leaders? Who will be the people with whom we will talk? How do supermarket workers help the people in the community? Note to the Teacher: Follow up activities may include: class discussion about the trip, role-playing certain events that took place, role playing workers and making a bulletin board of pictures of the workers.

3. Finish these sentences.

   What I like about the supermarket is ____________________.

   At the supermarket it is hard for me ____________________.

   Someone who helps me at the supermarket is ______________.

Note to the Teacher: Completion techniques may include: discussing, dramatizing, drawing, pantomiming, writing.

4. Bring to school empty soap boxes, cereal boxes, toy cash register, play money, et cetera, to set up a supermarket. Make clay or papier-mache fruit and vegetables, or other items that you might find in the store. Decide where in the classroom the market will be. Who are the people who work in the supermarket? Who would like to play the parts?

5. Write some newspaper sale ads for your supermarket. Illustrate your ads with pictures.

6. The next time you go to the supermarket ask one of the workers about his job. List some of the things we will want to know.

7. Invite one or several of the supermarket workers to school to tell us about their work. Who will write the invitations?

8. Write a note to thank the supermarket workers for coming to school to tell about their jobs.

9. Look for pictures of workers in the supermarket in newspapers and magazines. Cut them out and make a picture dictionary of the workers.

10. Draw a picture of a department of the supermarket. Name some of the workers in your picture.

11. Bring a picture to school of workers in the supermarket. Make a collage of the workers.

12. Think of something you want to know about the supermarket. Work with a few of your friends to find the information. You and your friends are a committee who can report what you find out to the class.

13. Pretend you are one of these workers: store manager, meat cutter, clerk, cashier, et cetera. Draw pictures of what you might do all day. Make a sentence about each picture. Arrange your pictures in such a way that they tell a story.

14. Mix up your pictures of the workers in the supermarket. Ask a friend if he can put them back in the order you describe.

15. Make a "Who's Who in the Supermarket?" book. Form a committee to choose the pictures for the book. Put class stories (experience charts) about the supermarket in the book.

16. Play charades with the pictures. After someone has pantomimed the workers in one of the pictures, ask other boys and girls to guess who it is. When someone guesses correctly ask him to read the sentence on the picture to everyone.

17. Here are some riddles. Who can answer them?

    If you want to buy bananas I weigh them and mark them. Who am I?

    I have to be careful of the sharp knives and saws. Who am I?

    I have to be able to count money carefully so that the customers get the right change. Who am I?

    I stamp the prices on all of the things on the shelves. Sometimes I have to erase the old prices and put on new ones. Who am I?

    When some item is not on the shelves I have to get more from the stockroom and put it in neat order in the right place. Who am I?

    When a customer has a complaint he usually comes to me. I try to help him. Who am I?

    I see that everyone who works at the supermarket gets the right amount of money on payday. Who am I?

18. Make up some riddles. See if others in the group can answer them.

19. Here are some things different workers take care of in the supermarket. Can you match them to the right workers?

cabbage	bookkeeper
pork chops	meat cutter
potato chips	produce clerk
money	stock clerk
paychecks	checker

20. Make a mural showing what happens from the time the products are delivered to the supermarket until the customers leave the store with their purchases.

DEVELOPMENTAL VOCABULARY

bookkeeper
carryout
change
checker
clerk
counter
deliver
department
display
groceries
manager
meat cutter
produce
products
register
stock boy
store
supermarket
wrappers

Occupational Information Related to the Unit

The workers who contribute to the operation of the supermarket demonstrate the teamwork necessary in a cooperative enterprise. The list of job descriptions is not comprehensive but includes those common to most supermarkets.

Store Manager

The store manager is in charge of the entire supermarket. He performs his duties personally or through his assistants. The manager hires, trains, and discharges employees. He plans work schedules, and supervises workers to insure efficient and productive performance of job. He maintains customer relations. He prepares purchase orders or requisitions for stock; formulates price policies; coordinates sales promotion activities; approves advertising and display work; takes and verifies inventories; handles receipts; and compiles and analyzes various reports.

Department Manager

The department manager supervises and coordinates activities of workers; schedules work hours; and assigns duties to workers. The department manager orders merchandise, supplies, and equipment; plans department layout, shelf arrangement, and displays; arranges signs and banners; insures that merchandise is fresh, undamaged, accurately priced, and notated according to company policy. The department manager trains employees in company policies and work procedures and inspects departments for cleanliness and orderliness.

Checkers

The checkers collect the payments made by customers for goods and services. They make change and often give some kind of receipt for the payment. Records of the amount of money involved in each transaction are kept so that cash accounts can be balanced at the end of the day. Checkers use a cash register which, as the checker rings up each sale, prints a record of the amount on a paper and releases a money drawer. In a supermarket checkers often wrap or bag each customer's purchases and, during slack periods, restock shelves, mark prices on articles, and perform other work. Most establishments where checkers work are located in cities and in the shopping centers of heavily-populated suburban areas, but some are in many small towns.

Meat Cutters
(Butcher)

Although the meat counter of a retail food store is a familiar place to everyone, few people see the work of the meat cutter.

The meat cutter receives the animal carcass, minus the hide, head, and entrails from the slaughterhouse and converts it into steaks, roasts, and chops. The meat cutter uses a band saw, butcher knife, boning knife, slicer, cleaver, or grinder. Some meat cutters also clean fish and poultry and sometimes fillet (remove the bone from) the fish. He may perform any of the following functions: prepare sausage, corn or smoke meat, roll and tie roasts and hams, operate machines that preserve or tenderize meat, wait on customers, arrange display cases, take inventory, or prepare invoices. Cutters who wait on customers may weigh, wrap, and sell meat, as well as advise customers on meat selection and preparation.

Produce Clerks

The produce clerk must learn how to handle many types of perishable fruits and vegetables. He is trained on the job by an experienced worker and is taught how to wash, trim, package, and display produce attractively.

Stock Boy

The stock boy distributes materials and items from receiving areas to storage by hand or by hand truck. He places items on shelves according to predetermined sequence, such as size, type, or product code, storing perishable goods in refrigerated rooms. He restocks shelves and marks prices on articles. The stock boy may wrap or bag each customer's purchases, carry out purchases, and maintain cleanliness of the store.

Stock Clerks

Stock clerks receive merchandise, maintain stock room and running inventory of supplies on hand, check shipments for full count of merchandise and condition of merchandise when received.

Head Clerks

The head clerk in addition to his normal duties of clerk may be in charge of small departments or serve as assistant manager in larger departments.

Bookkeeper

The bookkeeper maintains cash, inventory, and payroll records, prepares statements and reports, makes bank deposits, substitutes on checkout duties.

Head Checker

The head checker prepares the work schedule, checks out customers, prepares checkout area displays, and supervises checkins and carryout boys.

ALL ABOARD

The purpose of this unit is to portray the railroad industry as a vital link in our transportation system. The varied jobs, the interdependence of workers, and many railroad terms are explored.

Behavioral Objectives

To list the myriad jobs that people do in the railroad industry

To identify the contributions of each job to the total operation of the railroad

To add railroad jargon to one's speaking vocabulary

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Do you cross over or under any railroad tracks on your way to school? Can you name the company that owns them? How could you discover the name of the company?

2. Bring pictures related to the railroad to class. See how many different ones you can find. Bring timetables and tickets also.

3. Some people ride trains to go to work, to go downtown, or to visit grandparents or other relatives. Tell us about people you know who ride a train. Tell about a train ride that you took.

4. Invite a railroad worker to come and speak to the class. List some of the things about railroads that we might ask him.

5. Bring your electric train to school. Explain the signals and demonstrate the switches.

6. Role-play a train crew. You and your friends decide which

of the following workers you will play:

baggageman
brakeman
conductor
engineer
switchman

See if the class can guess who you are pretending to be.

7. Draw pictures of a locomotive, a dining car, a Pullman car, a caboose, an oil-tank car, a car-carrying car, a refrigerator car, an observation car, a flat car, a coal car. Make a class Train Book using the pictures.

8. Complete these sentences:

A redcap ______________________________.

A Diesel ______________________________.

A piggyback ___________________________.

A right of way _________________________.

A baggage car __________________________.

A Pullman porter _______________________.

9. Mark these statements True or False.

The teacher rides a freight train to school. ______

My father rides the commuter train to the city. ______

They put the tractors on the passenger trains. ______

Depot rhymes with forgot. ______

My dog sat with me for the entire train trip. ______

Diesel engines cause smoke. ______

The switchman rode the train to the roundhouse. ____

10. Draw pictures of some of the uniforms that railroad workers wear.

11. Visit the railroad exhibit at the Museum of Science and Industry.

12. Pretend you are going on a train trip. Pantomime the motions you would make from buying your ticket to arriving at your destination.

Did the class notice any motion you may have missed?

13. Look at a map of the United States showing all of its railroads. Where do so many of them come together?

14. Here are some riddles. Who can answer them?

    Can John sleep on the railroad bed?

    Could Mary set the timetable?

    Might the dog be difficult to train?

    Can Bill wear a railroad tie?

    Could you put a papoose in the caboose?

    Would you wrestle with a trestle?

    Does a gandy dancer perform on stage?

    May the bride wear a long train?

    Can you have a fair fare?

    Would you cook an egg on a hot-box?

    Make up some riddles of your own about trains.

15. The trainman says "All aboard." Where would you hear "All ashore who are going ashore?" What is the reason for saying either one?

16. "Choo-Choo" and "Cow-Catcher" are words your grandfather might have used in speaking about trains. Why are they out-of-date?

17. Make some pictures of things you might see in a railroad yard - signals, lanterns, red flags, flares.

18. Wanted! A Dr. Seuss to put a noose on a moose and a goose who are loose in the caboose.

OCCUPATIONAL INFORMATION RELATED TO THE UNIT

Each day there are millions of people who could say "I've Been Working on the Railroad," and they are not just "passing the time away." To keep the trains moving requires the concerted effort of vast numbers of people. Some of the jobs of railroad workers are described below.

The Locomotive Engineer

The locomotive engineer performs the following jobs:

drives electric, Diesel electric, steam or gas-turbine or electric locomotives which transport passengers or freight.

inspects the locomotive to insure that it is equipped with fuel, sand, water, and other supplies.

compares the time on his watch with that of the conductor to verify that departure time from the terminal coincides with the time schedule.

operates throttle, air brakes, and other controls.

interprets orders, block and semaphore signals, and railroad rules and regulations.

confers with the conductor concerning stops, delays, or on-coming trains.

observes the track to see that it is clear of obstacles.

prepares reports on accidents, unscheduled stops, or delays.

The Fireman

monitors instruments.

watches for dragging equipment and obstacles on the right of way.

observes oil, temperature, and pressure gauges on the dashboard to ascertain that the engine is operating safely and efficiently.

observes block and semaphore signals, and interprets their meaning to locomotive engineer.

observes signals from workers in rear of train, and relays information to engineer.

operates the locomotive during an emergency.

The Conductor

supervises and coordinates activities of the crew.

receives train orders, schedules, and other instructions from the train dispatcher.

assists passengers to board and leave the train, and collects tickets, fares, or passes.

announces names of train stations to those on board.

signals the engineer by waving a light to start the train.

instructs workers to set warning signals at front and rear of train during emergency stops.

supervises workers who inspect air brakes, air-conditioning, lighting, and heating.

The Brakeman on a Passenger Train

inspects equipment to insure its proper function.

answers questions pertaining to schedules and arrival times.

regulates air conditioning, heating, and lighting.

sets warning signals at front and rear of train during emergencies.

reports to conductor any equipment needing repair.

may collect fare, tickets, or passes.

The Brakeman on a Freight Train

walks on top of cars and peers down between to inspect couplings, airhoses, and journal boxes.

climbs ladder to top of car and turns brake wheel to set car brakes.

rides atop car to control its speed when it is shunted.

operates track switches to reroute cars during breakup at way stations.

signals the engineer to start or stop trains when coupling or uncoupling cars.

rides in the cab of the engine or cupola of the caboose to observe signals from other crew members.

reports to the conductor any equipment needing repairs.

The Baggageman

loads and stores baggage on the train, placing baggage to be unloaded last at rear of car.

inspects baggage tags to insure that baggage is routed properly.

unloads baggage from the train onto trailers at destination.

The Dispatcher

coordinates railroad traffic on specified section of line, and electrically activates track switches and signals.

supervises schedules, destinations, arrivals, departure times, and priority of trains.

monitors centralized traffic control panelboard that indicates location of trains by lights. These lights go on as the trains pass specified positions on their runs.

signals engineer to stop or adjust speed according to traffic conditions.

informs crew of orders, schedules, emergency stops, delays, or accidents.

may operate teletype to transmit messages to points along the line.

The Telegrapher, Telephoner, and Towermen

operates teletype machine or uses the telephone to transmit orders and messages.

reads messages received and marks them for distribution.

telephones train dispatcher informing him that a train is leaving the yard or terminal.

observes approaching trains and sets switches and signals.

The Station Agent

supervises and coordinates activities of workers engaged in selling tickets, checking baggage, and maintaining building and grounds.

assigns shift schedules to workers to insure adequate service of patrons.

keeps daily records of attendance.

sells tickets to patrons.

answers inquiries from patrons concerning schedules, departures, and arrivals.

verifies records of daily ticket sales and cash receipts.

trains new employees.

The Ticket Agent

collects fares.

sells commuter tickets.

prepares daily cash report.

Other Railroad Jobs

Another group of workers maintain, construct, and repair tracks and roadbeds; construct and maintain bridges, tunnels, and other structures along the right of way. Signal workers are responsible for installing and maintaining the railroad's vast network of train and crossing signals.

Still another group of workers are employed in railroad yards, car shops, and engine houses where they maintain and repair locomotives, cars, and other railroad stock. Electrical workers, machinists, boilermakers, blacksmiths, and sheet-metal workers also are employed in car shops.

A final staff of workers include Pullman conductors who are in charge of sleeping and parlor car service, porters, and attendants; cooks, waiters, and redcaps who handle luggage and assist passengers to board and leave trains.

CALLING CAR TEN

The purpose of this unit is to develop an appreciation of the varied roles, the dangers, the rewards, and the difficulties of being a policeman. An awareness is also developed of the essential services performed by our police force.

Behavioral Objectives

To list the necessary services performed by the police force

To list the ways in which the community determines the services rendered

To distinquish between the duties of police in different departments

To add police jargon to the speaking vocabulary

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Interview Officer Friendly, the patrol boy, the crossing guard, and the security officer. Ask them to tell you how you could help them do their job better.
2. Visit the local police station or the central police headquarters to see police workers at their jobs.
3. Make a chart showing all of the members of the police job family.
4. Pretend you are lost. Someone calls the police. Have other pupils be policemen. Show all the things that might happen from the time you were taken to the station until you returned home.
5. Finish these stories:

A thief is hiding in a big warehouse. Just trying to find him would take hours. The police send for the canine corps.

It's Saturday night. The heavy wind has broken the shoe store window. No one will be working Monday. By then all the shoes will be wet or stolen.

John's car skidded into Jim's at the crossroads. Both cars are badly dented. Neither one can be driven.

Two robbers are known to be hiding in a certain house. It's a very dark night, and the spot lights on the squad cars do not make it bright enough to see. The police are afraid the robbers might escape in the darkness.

Two-year old Billy locks himself in the bathroom and can't get out. Mother can't get in. She is afraid he might turn on the water.

Old Mr. Mose lives by himself, but the neighbors haven't seen him in several days. They're afraid something may have happened to him.

6. Draw pictures of policemen in summer and winter uniforms.

7. Can you tell the difference between a patrolman, a sergeant, a lieutenant, a captain, a police cadet?

8. In England a policeman is called a "bobby." Can you find out why? Sometimes a bobby pounds on the pavement with his nightstick. Can you guess why?

9. Complete the sentences.

A patrol car ________________________________.

The crime lab ________________________________.

The detective ________________________________.

A holster ________________________________.

The task force ________________________________.

10. Make a "Likes" and "Dislikes" list about the policeman's job. It could begin like this.

good salary	long hours
pension	constant danger
long vacation	shift work

11. Hans, the dachshund, Mitzie, the French Poodle, and Juan, the Chihuahua would like to join the canine corp. Rex, the German Shepherd shows them why they cannot belong.

What does Rex do? ________________________________

Occupational Information Related to the Unit

Many people are involved in the successful operation of a big city police force. The personnel consists of an echelon beginning with the commissioner of police and ending with the police cadet. The duties and responsibilities of all these workers are correlated in the monumental task of maintaining order and discipline, and securing justice for the millions of people they serve.

Police Commissioner

The commissioner of police must--

allocate funds for supplies and equipment

determine staff number, duties, and salaries

act on charges brought against police officers

re-assign members of the force

establish rules of conduct

act upon recommendations of officers and committees.

Police Chief

The chief of police must--

direct and coordinate department activities

suspend or demote policemen for infractions, inefficiency, or insubordination

direct office personnel

assume command during emergencies

make periodic inspections.

Police Captain

The police captain must--

supervise, assign, and coordinate the duties of policemen

conduct roll-call before and after tour of duty

- interpret orders, messages, and decisions
- report on equipment and activities
- investigate claims against policemen
- issue arrest warrants
- recommend merit awards.

Police Lieutenant

The police lieutenant must--

- supervise and coordinate activities of subordinate officers
- conduct periodic inspections of the police beats within the district
- Assist with the duties of subordinates in an emergency.

Police Sergeant

The police sergeant must--

- assume command of police squads in the station and on the beat
- cruise around in a car to observe patrolmen on duty
- report infractions of rules to superiors
- notify superiors of major crimes or disturbances in the area, and take necessary action until superior arrives
- report danger in area from holes, obstructions, or leaking gas mains.

MY SCHOOL

The purpose of this unit is to increase the child's awareness of an environment which will be his during a major portion of his life. The physical property, the personnel, and the procedures are identified and the child's role in the school environment is examined.

Behavioral Objectives

To identify sights and sounds of the school

To demonstrate a knowledge of the school environment through map construction

To describe ways in which cooperation makes the school safe, clean, and comfortable

To identify the many workers who operate a school

To examine the reasons for respecting school property and the property of others

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. In New York City the schools have numbers; in Chicago names are given to schools. What is the name of your school? Why was it given that name?
2. What is the street address of your school? City? State? County?
3. Name the streets you cross on your way to school. Ask the other children if they cross streets that you haven't named. Draw a map of your way to school.

4. Are you a good detective? At recess today walk around the school building. When you return to the classroom write down the facts about your school. Your paper might look like this:

   My school is made of ______________________________.

   The paint is ______________________________________.

   It is _______________stories high.

   It is _______________block long.

   It is about ____________years old.

   There are ______________playgrounds.

   It looks ____.

   It needs ____.

   There are ____________trees around it.

   I wish it _______________________________________.

5. Take a trip inside your school building. Count how many rooms you see. Are they all classrooms? Name the other kinds of rooms you saw.

6. On your way home look at the school yard. Draw pictures of things you see in the school yard.

7. Many people work in schools. Pretend to be one of them and see if the class can guess who you are.

8. Which job would you like to have? Tell why you like it. Which job would you dislike doing? Why?

9. Tell what job these workers do in your school.

   The children ___________________________________.

   The teachers ___________________________________.

   The principal __________________________________.

   The engineer ___________________________________.

   The fireman ____________________________________.

   The clerk ______________________________________.

   The janitor ____________________________________.

The nurse ______________________________.

The social worker ______________________________.

The speech teacher ______________________________.

The teacher aide ______________________________.

10. Invite some of these people to come to your room and talk about their work.

11. Name some machines that you see in your school. Can you tell what job they do?

12. Name some school workers whom you see at school only once in a while, but who also help to keep your school clean and safe.

13. Tell in which room of your school you would find these school items:

Magazines ____________________

Volleyballs ____________________

Typewriters ____________________

Desks ____________________

Soap and water ____________________

Pumps and pipes ____________________

Toy furniture ____________________

Drinking fountains ____________________

Swings and things ____________________

14. Schools have rules. Can you tell why?

You must not run in the halls.

You must go to fire drill in an orderly way.

You wait your turn at the drinking fountain.

You return games and books to their proper place.

You make use of the waste basket.

15. Sometimes during a fire drill you may see a fireman standing in the hall looking at his watch. Why is he there? What is he doing?

16. Before a morning recess you might feel restless or sleepy. After a busy recess time of jumping rope and playing tag, you come back to the room and feel full of pep. How can this be?

17. In school you stand, face the flag, place your hand over your chest, recite the Pledge, and sing "My Country Tis of Thee." Pretend a visitor from China comes to visit your room. Explain to him what all these motions mean.

18. Divide into small groups. Each group discuss one sentence of the Pledge to the Flag. Then appoint one member of each group to tell what the sentence means to them. See if all the pupils agree on the meaning of pledge, allegiance, indivisible, liberty, justice for all.

19. Do the same thing with "My Country Tis of The." What does "tis" mean? How can a land be sweet? Does anybody say "thee" any more? How can "freedom" ring?

20. Kindergarten was fun. We had cookies and milk, short naps, played games, and sang songs. How much of what you do has changed? Why?

21. You walk to school, but some children take a bus that picks them up at their home. They go to special schools. Why do we need such schools?

22. You listen to the teacher and she listens to you. But there are some pupils who cannot "hear" the teacher if they don't watch her lips. These children go to special schools. What is their difficulty?

23. There is another group of children who "read" books by passing their fingers over the pages. They go to special schools also. Who are they?

24. True or false?

Sometimes our school flag is placed at the middle of the flag pole. This is called half mast. ________

All fire drills are practice drills. ________

All schools have lunchrooms. ________

Gym shoes protect the gym floor. ________

The teacher nurse wears a white uniform. ________

In some schools the girls dress all alike. ________

Most pupils like to go to school. ________

25. Make a list of things you had already learned before you came to school. Here's a start.

    You learned to walk.

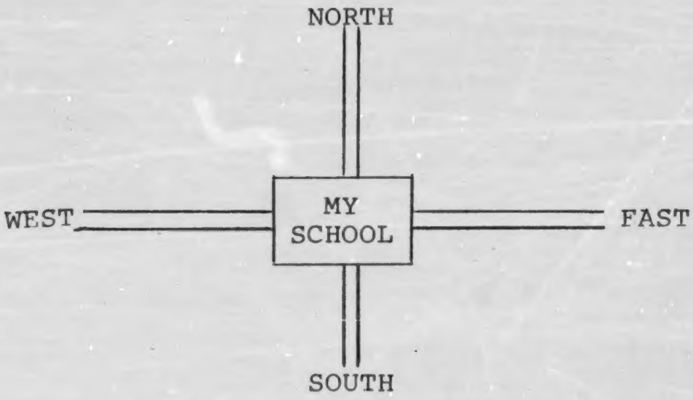
26. Make a list of things you are learning in school that you might not learn as easily at home. Here's a start.

    You are learning how to spell.

27. Your teacher must look very old to you. But she just said she was going to school on Saturday morning to learn about the new math. Do you know older people who still go to school?

28. Learning can take place at any place, any time, and at any age. Tell what you might learn at the beach, on the playground, at dawn, at midnight, at two weeks of age, as an old, old person.

29. Plan four walking tours. On each tour walk three blocks in a different direction from the school. After the four trips you will know a twelve-block area around your school. Make a map. It might look like this:



Put your house on the map.

Put buildings and stores on the map.

30. As you walk to school see how many signs you can find. Check the ones below that you saw. Add others that are not on the list.

    School Crossing ______

    Keep Off the Grass ______

    For Sale ______

    For Rent ______

    No Parking ______

    One Way ______

31. Draw pictures of signs. Are there different shapes, colors, arrows?

32. Put a list of signs on the board - all the signs you see in school and on the street. Must you obey signs? What could happen if you didn't?

33. Exit signs are usually lighted; entrance signs may not be. Why is this?

34. Many years ago there was a very bad fire at the Iroquois theater. Many people lost their lives. Some would not have died if the outside doors had been hung properly. As you leave school today, look at the outside doors. Look for doorknobs. Look for a bar across the middle of the door on the inside. This is called a panic bar: Can you think why?

35. Pretend you are the president of the P.T.A. and you are visiting the classroom to talk to the children. You want them to get their parents to join the P.T.A. Think of reasons why parents should belong to the P.T.A.

36. Close your eyes and listen for two minutes. What are the sounds you hear? Note to the Teacher: Tap a pencil, use chalk on the board, tear paper, ruffle the pages of a book. How are these sounds different from home sounds, street sounds?

37. Your teacher needs to buy food, clothes, and pay rent. The community helps to give her the money to do these things. Do you know how? Can you trace the way the money reaches her?

38. Some children in your neighborhood may go to different schools. Could these pupils go to your school?

39. These pupils may celebrate holidays that your school does not. Invite one of these pupils to come and talk to your class. Find out what is the same and what is different about your schools.

40. You are a member of a school family. How is your school family different from other families?

41. Finish these sentences.

______________________ my first teacher.

______________________ my favorite teacher.

______________________ would improve my school.

______________________ if I were a teacher.

______________________ therefore school are necessary.

______________________ are teacher aides.

SCHOOL IS FOR "ME"

The purpose of this unit is to demonstrate that what is learned is used. Successful educational experiences are of practical use. Education involves learning about people as well as learning new skills.

Behavioral Objectives

To identify steps in learning a skill

To demonstrate the use of school-learned skills in/out of school situations

To describe how education involves learning about people

To report on successful experiences in school

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of pupils.

1. Learning goes on all the time we are awake. What did you learn before you entered school?

   Let's take two of these.

   When you learned to walk, how did you use this learning experience?

   When you learned to talk, how did you use this learning experience?

   Can you remember if you learned to walk and to talk at the same time?

   Show how you learned to walk.

   Step 1 ______________________________________

Step 2 ______________________________

Step 3 ______________________________

Step 4 ______________________________

2. In "buzz" groups, discuss what you like about school and what you dislike. Two members of the group will report. One will report on the "likes" and one will report on the "dislikes". Note to the Teacher: List on the board or experience chart paper.

3. Brainstorm suggestions from activity #2 as to what might be done to change what is disliked.

4. In "buzz" groups, choose one item from activity #3 and "sell" it to the total group.

5. Knowing how you work is knowing more about yourself. A check list helps you see yourself. Check the column which applies to you.

	Usually	Sometimes	Seldom
Get to school on time			
Do homework assignments			
Help other pupils			
Listen to directions			
Start work immediately			
Have work tools ready			
Finish assignments			
Read library books			
Ask questions when I do not understand			
Stick to the assignment until it is finished			

6. Role play several of the following situations--

    putting off doing an assignment

    not listening to directions

    interrupted homework

doing homework with friends

getting a good grade on a spelling test

feeling happy when you get your report card

failure to bring a note for being absent.

What caused the situation? Could the situation have been changed?

7. Brainstorm! Why go to school?

8. How does learning about people and what they do help you? List the ways on the board.

9. Brainstorm! What would you do if you weren't in school this year?

10. Let's see how you can use what you learn.

Complete the following:

If learning is for me, how will I use what I learn in

Reading ______________________________.

Science______________________________.

Arithmetic ______________________________.

Social Studies ______________________________.

Writing and Spelling ______________________________.

Art and Music______________________________.

11. We have discovered how what we learn is used. This sheet has a list of items which are common experiences for most of you. Learning experiences are to be used. From school experiences in the areas listed, choose those which are used for the experience listed.

Learning experiences in social studies, arithmetic, reading, science, writing, spelling, art, music, physical education.

Taking a bus downtown ______________________.

Buying shoes ______________________.

Buying 3 pounds of coffee ______________________.

Selecting a record for a friend ______________________.

Working a paper route ________________________________.

Putting up a tent ___________________________________.

Identifying a flower ________________________________.

Dividing candy _______________________________________.

Finding out what's playing at the local movie house__

____.

Riding a bicycle ____________________________________.

Chosing a picture ___________________________________.

Making friends with a neighbor ______________________

____.

Planning an auto trip _______________________________.

Working on a school newspaper _______________________.

Knowing about other people's holidays _______________

____.

Playing on a teeter totter or seesaw ________________

____.

Making half a recipe of some dessert ________________

____.

REPORTING MY OBSERVATIONS

The purpose of this unit is to acquire an awareness of one's environment, and to synthesize the feelings that are aroused by atmospheric changes. Through reporting observations it is clear that no two people will view an object in the same way, or react to stimuli in an identical fashion.

Behavioral Objectives

To report observations

To list contrasting aspects of familiar environments

To describe the influence of atmosphere on feelings and emotions

To report different reactions to similar stimuli

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Look around our classroom. Name an object and tell how it is used. List the objects on the chalkboard.
2. Look out the window. Tell how many things you see.
3. As you walk home after school, look for something unusual. Report it tomorrow to the group. See if other pupils noted it.
4. Act the part of a person in a story you have read. The rest of us must try to guess who it is, but we must prove that we know by acting out the part of another person in the story. If the player says the name he loses his turn.
5. Describe a person in the room. See if anyone can guess who it is.

6. Draw a picture of some pastime your family enjoys. Make a bulletin board display of work and play with the family.

7. Pretend you have magic glasses. What do you see?

8. Put an X in the correct space to tell us how you observe classroom objects. Note that some objects can be in more than one space.

	See	Hear	Taste	Touch	Smell
clock					
window					
desk					
piano					
chalkboard					
terrarium					
water fountain					
aquarium					
fluorescent light					
melody bells					

9. There are ten items on the front table. Walk by the table slowly, and return to your seats. Can anyone name the items? Note to the Teacher: Cover the items after viewing. Vary this game by subtracting an item and see if the class can identify it, or adding more items as the pupils become better observers.

10. Act out a task you do at home. See if anyone can guess what you are doing.

11. Bring in pictures of people doing things. How many of these activities are we apt to see taking place around us. Label one bulletin board "It could be" and another "Probably not." A picture of a camel-rider would be placed under "Probably not" and "It could be" might have a picture of children playing in the park.

12. Study a jig-saw puzzle. What could be a first step in putting it together? A second step?

13. Play ringmaster. Each of us may name an animal. The ringmaster may say "zoo," "circus," "farm," or "three." An example of an animal that would be in all "three" would be a horse. If an animal is placed incorrectly, the person who named the animal becomes ringmaster.

14. Sally sometimes says something silly and something smart. See if you know "silly" from "smart."

The thunder made the streets wet. __________

It was fun skating on the snow. __________

You can walk on the moon. __________

John took the chalkboard home. __________

The rain comes from the ocean. __________

The stars twinkled all day. __________

Mary drowned in the desert. __________

The poor fish drowned also. __________

15. Pretend you are playing outdoors. Ask your friends to guess whether it is winter or summer.

16. Tell how you feel--

the first snowfall of the season

the fifty-first snowfall of the season

Valentine's Day

the first day of school

the last day of school

on a rainy Saturday.

17. How do these things sound to you?

pumpkin pie in July

a barbecue on the ice

turkey in June

a picnic in December

a sleigh ride in May.

18. Finish the sentences.

It's more like Christmas when ________________________.

Hot chocolate is so good ____________________________.

Watermelon tastes the best ___________________________.

I like taffy apples more ____________________________.

Swimming is more fun ________________________________.

19. What do you see--

from the airplane window

from a porthole

from the train window

riding in a canoe

riding in an elevator

riding in a submarine.

20. Use hand puppets to act out happy, sad, angry, gay, surprised scenes.

21. Note to the Teacher: A walking tour to a local business so that children may observe production may be arranged.

22. Complete the sentences.

One thing that makes me happy is seeing ____________.

One thing that makes me sad is seeing ______________.

On my way to school this morning I saw _____________.

One animal I saw today was __________________________.

Two workers I saw today were ________________________.

I see ____________________________________ every day.

Note to the Teacher: The above sentences can be used to start a discussion, write a paragraph, or draw a picture.

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Food in the City
Big City Workers

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My Dad Works in a Service Station

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My Mother Works in a Drug Store
My Mother Works at Home

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MAKING AND CARRYING OUT PLANS

WHAT I LIKE TO DO

The purpose of this unit is to discover personal pleasure by participating in a variety of activities. These should assist children in expressing and expanding their abilities, interests, and talents. A child's experiences and environment are factors which influence his likes and dislikes.

Behavioral Objectives

To demonstrate personal interests

To identify the basis of interests

To participate in a variety of activities

To observe and report various ways of doing things

To acquire new interests

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Act out, without talking, the thing you like best to do. Start by saying, "Guess what I like to do." Then act it out so that the children can guess.

2. List the things you like to do--

    best
    alone
    with friends
    with my family
    at school
    at the beach
    on Saturday
    on Sunday
    at night
    on the playground

Things I would like to do--

with paper
with my feet
when I grow up
alone
with my hands
with my eyes
with friends

My favorite--

pet
book
story
television program

3. Complete these sentences. Note to the Teacher: Pupils may complete by writing, drawing, pantomiming:

If I were master of the whole world I would _____
__________________________.
If I had a million dollars I would ______________.
If I could get what I wanted I would ____________.
If people around me could see me as I really am,
  they would _________________________.
If I could,I would like to look like ___________.

4. List the things you like to do now that you didn't know you liked to do before.

______________________ ______________________
______________________ ______________________
______________________ ______________________

5. Plan a television show. Everyone should act out the thing they like to do best.

Who would like to be master of ceremonies?
Who would like to be the booking agent, and take down the names of the actors and what they do?
Who would like to be the director; the one who tells people when they are to perform?
Who would like to plan when the show will take place and where the stage will be?
Who would like to be in charge of rehearsals and decide when and how many acts we need?

6. Tonight watch a television program you've never watched before. When you come to school tomorrow tell the class about it. Were you glad? Sorry? Do you intend to watch it again?

When all the members of the class have discussed the program they watched compare the results. Have you discovered some new, good television shows? And some worthless ones?

7. John loves to build model airplanes. Nancy is always drawing pictures. You can't understand how they can spend hours doing those things. For one week, give as much time as John and Nancy do to drawing or building.

   Tell what might happen to you.

8. Think about your mother. Which household job does she enjoy most? Cleaning house? Cooking? Washing? Sewing? Do you like the same things?

9. Think about your father. What jobs does he do? Would you like to do the same things?

10. Your sister has to go to the library every week and your mother makes you go with her. You are not happy about it. As the weeks go by, however, you come to enjoy the library and now you go even when your sister doesn't. What made you change?

11. Second choice may turn out to be the best. In school plays John always worked on the scenery or the ticket sales. One night, however, the star of the play was ill, and John had to play his part. He discovered that he enjoyed that activity, too. Role-play this story with your friends.

12. Are you a good detective? Tell what you know about a family from just one hint.

    There is a piano, a violin, a flute, and an accordion in the living room.
    There are bookcases and magazine racks, overflowing, in nearly every room.
    The basement has a power saw, drill press, vise, and jig saw.
    A painting hangs on every bit of available wall space.
    In the yard there is a fish pond, a rose trellis, evergreens, flowers, shrubs, and some tomato plants.
    There is a television, stereo, and radio in almost every room.

13. The team needs a short stop. You've always played third base, but you agree to be the short stop. Tell what might happen.

14. Is your father doing the same kind of work that his father did? Often families follow certain patterns. Most of the members will be doctors, lawyers, teachers, or glass blowers. How does this happen? Does your family follow a pattern?

15. Act out what you do when you receive--

    paint
    scissors
    hammer and nails
    cloth
    paper
    string

16. Listen to records your teacher plays. Do what the records make you feel like doing. Note to the Teacher: Play dance records, hymns, marches, and other music with a definite theme.

17. Pretend you are looking at a beautiful scene. Then act out what you would do if you were a--

    poet
    painter
    singer
    composer
    dancer

18. The Chinese say "The longest journey begins with the first step." You can take your first step now. Finish the sentences below:

    When I grow up I will be a--

    doctor ______________________________________.

    electrician ________________________________.

    mechanic ____________________________________.

    musician ____________________________________.

    carpenter ___________________________________.

19. The classroom presents a different view to different visitors. The principal sees the lesson being taught. The engineer checks the temperature gauge. The carpenter glances at the furniture. The parent looks for her child. Think of other visitors to your room, and what they do when they first come in. Pretend to be one of them and see if the class guesses who you are.

20. Deep down in Jim's heart he would really like to be--

    chef
    ballet dancer
    costume designer
    opera singer
    classical pianist

But, he feels that all the other boys would laugh and make fun if they knew, so he thinks the best thing to do is forget it. What do you think?

21. Deep down in Alice's heart is the desire to go to college and become a--

    doctor
    lawyer
    engineer
    atomic scientist
    university professor

    But Alice's family wonders if she will be able to do any of these things. What do you think?

22. The lucky people in this world are the ones who earn their living doing something they enjoy. Can you think of people who are that lucky?

I WILL, I WON'T

The purpose of this unit is to provide experiences which will enable children to see themselves in a variety of situations and to develop the ability to look ahead at possible outcomes of their actions.

Behavioral Objectives

To practice coping with various problems in planned situations

To participate in decision making activities

To differentiate between good and poor choices

To cite examples of the outcomes of decisions

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Listen to the following situations and decide what you would rather do and tell why.

   I would rather--

   play alone or play with friends
   share my candy or eat it all by myself
   take a bath or remain dirty
   fasten my shoe lace or leave it untied
   spend my money for ice cream or save it
   walk to the park or ride my bike
   swim in the lake or row a boat
   draw a picture or read a book

2. Every day you make choices. You say, "I will play with you" or "I won't play with you." "I will wear my blue dress" or "I won't wear my red dress." Sometimes it is

very hard to decide. Some choices are good. Some choices are poor. Tell the class about a choice you have made that was a good choice/poor choice and why.

3. Tell the boys and girls what you would do if--

   you found a quarter on the playground
   your friend asked you for the answer to a problem
   you saw your friend start a fight and you knew he could get into trouble for it
   you had to finish your school work, but didn't feel like it
   you are blamed for something you didn't do
   your mother asks you to go to the store and you want to continue playing
   you are asked to leave a game you started
   your friend asks you to pass a note to someone
   you lost your scarf and saw a girl wearing one just like yours
   a friend dares you to leave the playground at recess
   your baby brother has scribbled in your school book

Note to the Teacher: These situations will lead to discussions. Encourage the children to realize in every instance they had to choose a course of action. Explore reasons for different decisions.

4. Put an X under the column that tells us what you usually would do.

	SULK 1	ARGUE 2	TALK IT OVER 3
You can't have something you want			
You don't agree with your group			
You want to stay up a little longer			
You don't want to share your toys			
You want to play outside and study later			
You don't want to practice your lesson			

	SULK 1	ARGUE 2	TALK IT OVER 3
You want a new bike, not a used one			
You want a party dress, not a plain one			
You think you do more work around the house than your brother/sister			
You want to choose your own shoes			

Note to the Teacher: Responses on each item can be grouped into categories and used as topics for group discussion, particularly if many check columns 1 or 2 for a particular item.

5. Decide on a plan that will give everyone a turn to act as host or hostess for your group.

6. Role-play some of the situations where the host or hostess is needed.

7. Let's talk some more about choices. Check "yes" or "no."

	Yes	No
Have you ever made a poor choice?		
Have you ever wanted to do one thing but did something else?		
Do you feel if you had more time you would make better choices?		
Do you sometimes make a choice against something because you are angry at someone?		
Did you ever break a school rule on purpose?		
Have you ever made a poor choice to please your friends?		
Have you ever tried to get permission from your father to do something your mother has already forbidden you to do?		

	Yes	No
Have you ever remained silent when someone you disliked was blamed for something you know he did not do?		

8. Do you agree or disagree with the endings of these stories? Would you end the story in another way? Tell the class how you think the story should end.

   Your friend, Tom, tells you he is going to run away from home and makes you promise to keep his secret. You are very upset. You decide to break your promise and tell your teacher.

   Ann is a new girl at school. The only one she knows is your best girlfriend, Nancy, who lives next door to her. You don't want to share Nancy with Ann. You tell Nancy she must make a choice. Either Ann will be her best friend, or you will be her best friend.

   Jimmy lives in the middle of the block across the street from the school. His brother is a patrol boy on the corner, but Jimmy refuses to walk to the corner where he can cross in safety. John warned his brother not to cross in the middle of the street. Jim paid no attention. John reported his brother.

   Your mother has told you that you may have your birthday party at home or in school. You decide to have it in school.

9. What would you do in each of the following situations? Choose some friends to role-play the situations with you.

   Jim said that he will give you a ride on his new bike but your mother has told you never to ride double on the street.

   You are jealous of Judy because the girls always tell her how pretty her clothes are and they never compliment you. You try to hide your feelings but it is hard for you to be friendly with the girls in your room. They call you stuck-up which makes you unhappy. You pretend you don't care but you really do.

Your room is having a bake sale. You brought some fudge squares to sell for 2 cents apiece. Mary wants a piece of fudge but says she forgot to bring money with her.

Jill has just passed out the invitations to her birthday party, but she did not invite you. Your girlfriend tells Jill that unless you are invited she won't go. The next day Jill gives you an invitation.

Can you think of some other situations?

10. Choosing is not always easy. Read the following poems:

    Choosing by Eleanor Farjeon
    Shop Windows by Rose Fyleman
    What to Do by William Wise
    I Wouldn't by John Ciardi

Note to the Teacher: These poems have been included for your convenience.

Materials Related to Unit

CHOOSING[1]

By Eleanor Farjeon

Which will you have, a ball or a cake?
A cake is so nice, yes, that's what I'll take.
Which will you have, a cake or a cat?
A cat is so soft, I think I'll take that.
Which will you have, a cat or a rose?
A rose is so sweet, I'll have that, I suppose.
Which will you have, a rose or a book?
A book full of pictures?--oh, do let me look!
Which will you have, a book or a ball?
Oh, a ball! No, a book! No, a--There! Have them all!

SHOP WINDOWS[2]

By Rose Fyleman

Mother likes the frocks and hats
And pretty stuffs and colored mats
Daddy never, never looks
At anything but pipes and books.
Auntie's fond of chains and rings
And all the sparkly diamond things.
Richard likes machines the best;
He doesn't care about the rest.
Nannie always loves to stop.
In front of every single shop.
But I don't want to wait for a minute
Till we get to the one with the puppy dogs in it.

---

[1] Farjeon, Eleanor, Over the Garden Wall. New York: J. B. Lippincott Company, 1933, p. 216.

[2] Fyleman, Rose, Gaygo Up. Doubleday and Company, Inc. New York. 1972. p. 14.

Note: These poems may also be found in: Time for Poetry (see bibliography), anthology by: May Hill Arbuthnot.

WHAT TO DO[1]

By William Wise, Jonathan Blacke

What to do on a rainy day;
What to do
What to do.
There must be a new kind of game to play;
I wish I knew
I wish I knew.
Sister is dressing her dolls again;
They're fine for her
They're fine for her.
Cat and Kitten are washing themselves,
Cleaning their fur
Cleaning their fur.
What to do while it rains outside;
Where to go
Where to go.
I've already eaten, I've already napped;
And the time goes slow
The time goes slow.
But now I see some blue in the sky;
I see some blue
I see some blue.
The clouds are parting, the wind has changed;
And the rain is through
The rain is through!
And soon I'll be out of the house again;
I'll run and shout
I'll run and shout.
I can think of a dozen things to do,
When the sun is out
When the sun is out.

---

[1] Wise, William, Jonathan Blake. New York: Alfred A. Knopf, Inc., 1956, p. 233

Note: These poems may also be found in: Time for Poetry (see bibliography) anthology by: May Hill Arbuthnot.

WORKING IN GROUPS

The purpose of this unit is to experience the effectiveness of working with others. Through group participation and interaction, a knowledge of social relationships is developed. It will also be recognized that the achievement of a common goal may necessitate the submerging of one's personal desires.

Behavioral Objectives

To assume a role in group activities

To describe the roles of leaders and followers

To list the benefits of concerted action

To identify several kinds of groups

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. List the reasons for our being together in this room. Why are we here? Are we a group? What do we plan to do together?

2. Suppose we want to divide into smaller groups. Think of some ways to divide the large group. Note to the Teacher: Ways of dividing the group into sub-groups should vary from time to time. Some suggestions follow. The members may--

   count off and form groups by number
   divide into groups by birthday months
   All of those whose birthdays are in January and February form a group:

those whose birthdays are in March and April form a group, et cetera.

choose without looking a colored slip of paper from a box. The color of the paper chosen determines the group membership.

make choices based on friendship, ability, interests, et cetera, to form groups.

3. Divide into groups. Each group will make a list of favorite indoor games. Decide upon one that you would like to play. You will need a leader for each group and someone to write the list.

4. The family picnic is to start at noon. Tell how each member of your family helps to get the food, clothes, games, car, ready in time.

5. Your class is planning a Christmas program. There will be food, invitations, decorations, entertainment, and speeches. Flossie Fullcharge says she will take care of the program all by herself. Explain to Flossie all the work necessary to have a successful time. How could others help?

6. Finish the stories.

   You are chairman of the food committee. The boys want one kind of dessert; the girls another. There isn't enough money for both desserts.

   The invitations were sent out and somehow the principal did not receive one.

   John never stops talking during a meeting, and Bill, who always has good ideas, is shy and will not interrupt John.

7. Some things are fun to do alone; other things must be done in a group. Check Alone or Group next to the activities below. For some you might put either.

	Alone	Group
dancing	______	______
fishing	______	______
hiking	______	______
parading	______	______
party going	______	______
picnicking	______	______
reading	______	______
singing	______	______
walking	______	______

8. Draw pictures of groups. See if the other children can guess what they are doing and how they feel.

9. Make a list of groups you see on television. Think of how alike they are and how different.

10. Tell what these members of the school group do--

    engineer ______________________________

    principal ______________________________

    teacher ______________________________

    pupil ______________________________

    speech teacher ________________________

    adjustment teacher ____________________

    teacher-aide __________________________

11. Most people have times when they like to be alone, and other times when they want to be with people. Make two lists that tell us about you. Here's a start.

I am happy when I'm alone	I want to be with people
reading a book	at holiday times
playing with Rex	on my birthday

12. Match the following members to their groups--

    soldier
    violinist
    mother
    five year old
    sailor
    singer
    actor
    ten year old
    dancer

    orchestra
    chorus
    navy
    army
    family
    kindergarten
    elementary school
    ballet
    play

13. Tell what job these people perform for their groups--

    bandmaster ____________________________

    chairman ______________________________

    coach _________________________________

    foreman _______________________________

manager ______________________________

umpire _______________________________

14. Play a favorite record. Choose a leader to demonstrate the rhythm. Other members of the group follow the leader.

15. Take turns being "in charge" of the room helpers. When everyone has had a turn, begin at the top of the list again. Name some things that the person "in charge" would take care of. Some items that might be on your list are--

    care of animals
    care of plants
    chalk
    collecting papers
    erasers
    milk
    passing paper
    supplies

16. Plan a talent show. Who will be the master of ceremonies? What does he do?

TEAMWORK

The purpose of this unit is to develop an awareness of group relationship and to provide experiences in which children can discover the process of interdependence and interaction which is necessary for teamwork and social maturity.

Behavioral Objectives

To identify the many kinds of groups that make up teams

To list the various responsibilities of team members

To participate in team relationships

To observe various teams in operation

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Make a list of things you can do alone. For example--

   sew read sweep

2. Make a list of things you cannot do alone. For example--

   play ball

3. When we work or play together with someone else, we call this teamwork. Cut out pictures of people working or playing together.
4. Show your picture to the class. Talk about the action. Tell how the picture does/does not show teamwork. How do the people in a team help each other? Is there a leader? What does he do to show his leadership?

5. Which of these groups is a team?

    children collecting paint brushes
    a family
    children painting
    children at the circus
    high-wire circus act
    boys delivering milk
    children standing in line at the pencil sharpener
    two boys washing the boards
    boys playing hockey
    a band
    a committee
    girls playing tennis

   Can you think of others? What is the difference between a team and a group of people?

6. Let's try an experiment. You will work alone while the rest of the class works as a team on this project.

   > Take the word WEDNESDAY. Make as many words as you can from the letters of this word. You will have 10 minutes.

   Compare the two lists of words. Which list is longer, yours or the class list? How did teamwork make the difference?

7. Here is an envelope. Inside it are pieces of a square. Take the pieces out and make a square. Four people will work together at each table. Some of the pieces of your puzzle may be in the envelope of another person at your table. See what table will have all the puzzles finished first. No one is finished until all persons at your table have completed their puzzles. Remember, the puzzles are finished when everyone has a perfect square in front of him. Note to the Teacher: Prepare ahead of time, four squares cut up like puzzles (see following pages). Use the same color of paper for all pieces. Separate the pieces into four envelopes. Allow children to come together in groups of four around a table. Give each pupil an envelope. After puzzles are completed ask questions like the following in order to lead the children to an awareness of the team process.

   Talk about what each of you did and what happened as you tried to put your puzzle together.

   > What was everyone trying to do?
   > Did everyone finish his puzzle?

Did someone need help?
How did you feel when all of the puzzles were finished?
Did anyone work alone? If so, why? What happened?
What are some of the things you had to do so that everyone could complete his puzzle?

8. Divide into groups of six. In one group, each person will work alone. Each group will have five minutes to find out how many ways the following things can be used together. Each group will choose someone to list the number of ideas. Each person working alone will keep his own record.

   What are your conclusions? Note to the Teacher: Select one of the following for all groups:

   a stick and a string
   a piece of wire and a box
   a box and a person
   a foot and a chair
   a nail and a rock

   Discuss the adage "Two heads are better than one."

9. Draw a picture to show teamwork--

   at home
   at school
   at play

   Note to the Teacher: These can be mounted across the back of the room to effect a mural.

10. Plan a party. Decide on the number of small groups or committees which will be needed, i.e., food, games, decorations, invitations, etc.

11. Meet with your group or committee to decide on what you have to do for the party. Choose a leader for your team.

12. Let's talk about team leaders.

    Does every team need a leader?
    What does a leader do? Is is possible to have a team without a leader?
    What did your team leader do that helped all of you?

13. Let's talk about other members of a team.

How did each person on your party committee (activity #11) help?

Did some help more than others?
Were the plans for the party better because there was teamwork?
How could your team have done a better job?

14. Complete these sentences.

I like to work in a group when ________________.
As part of a group, I must ___________________.
The things that must be done by a group are ______
_____________________________________.
I am happy to work in a group because___________
________________.

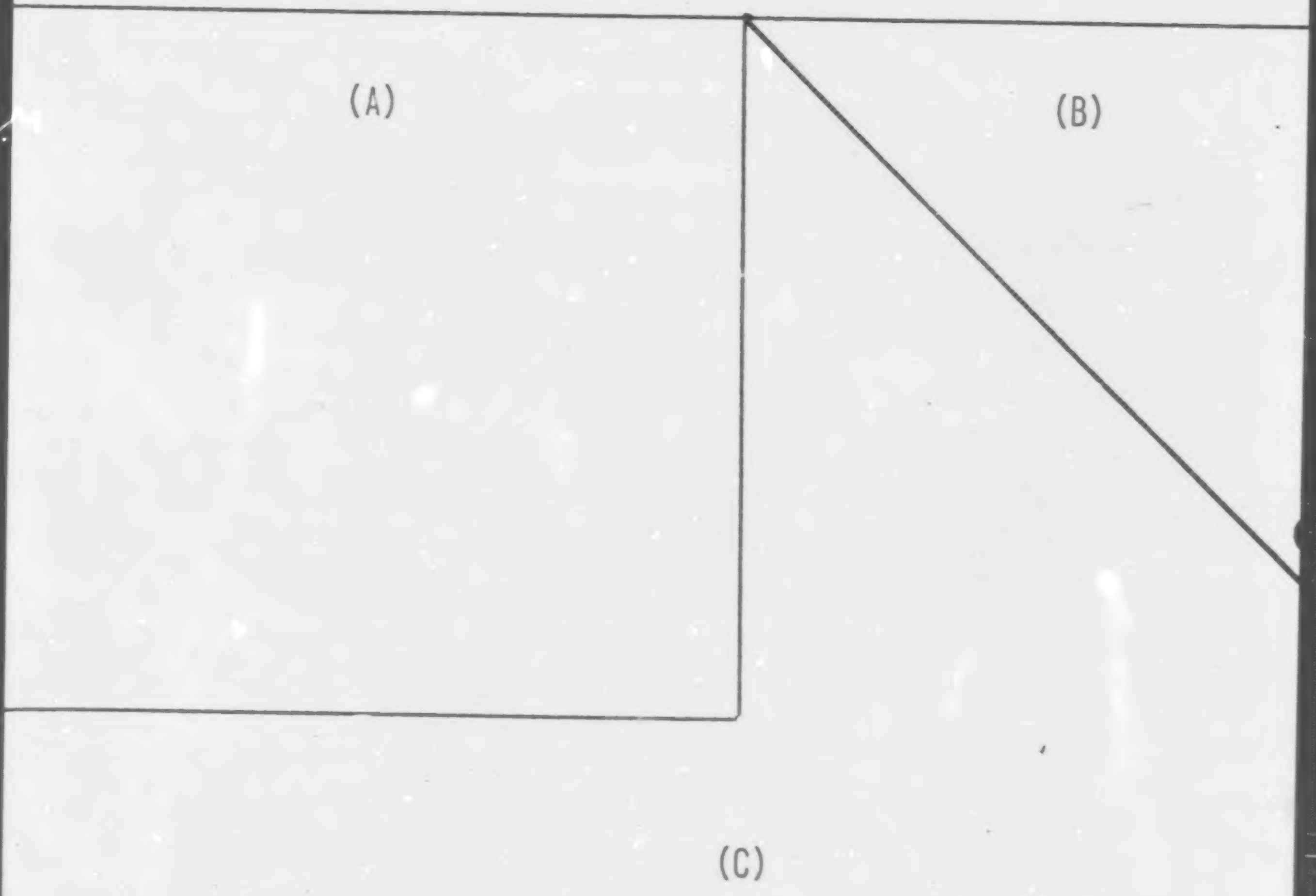
VOCABULARY

alone
finish
giving
group
help
helping

hermit
purpose
separate
team
together

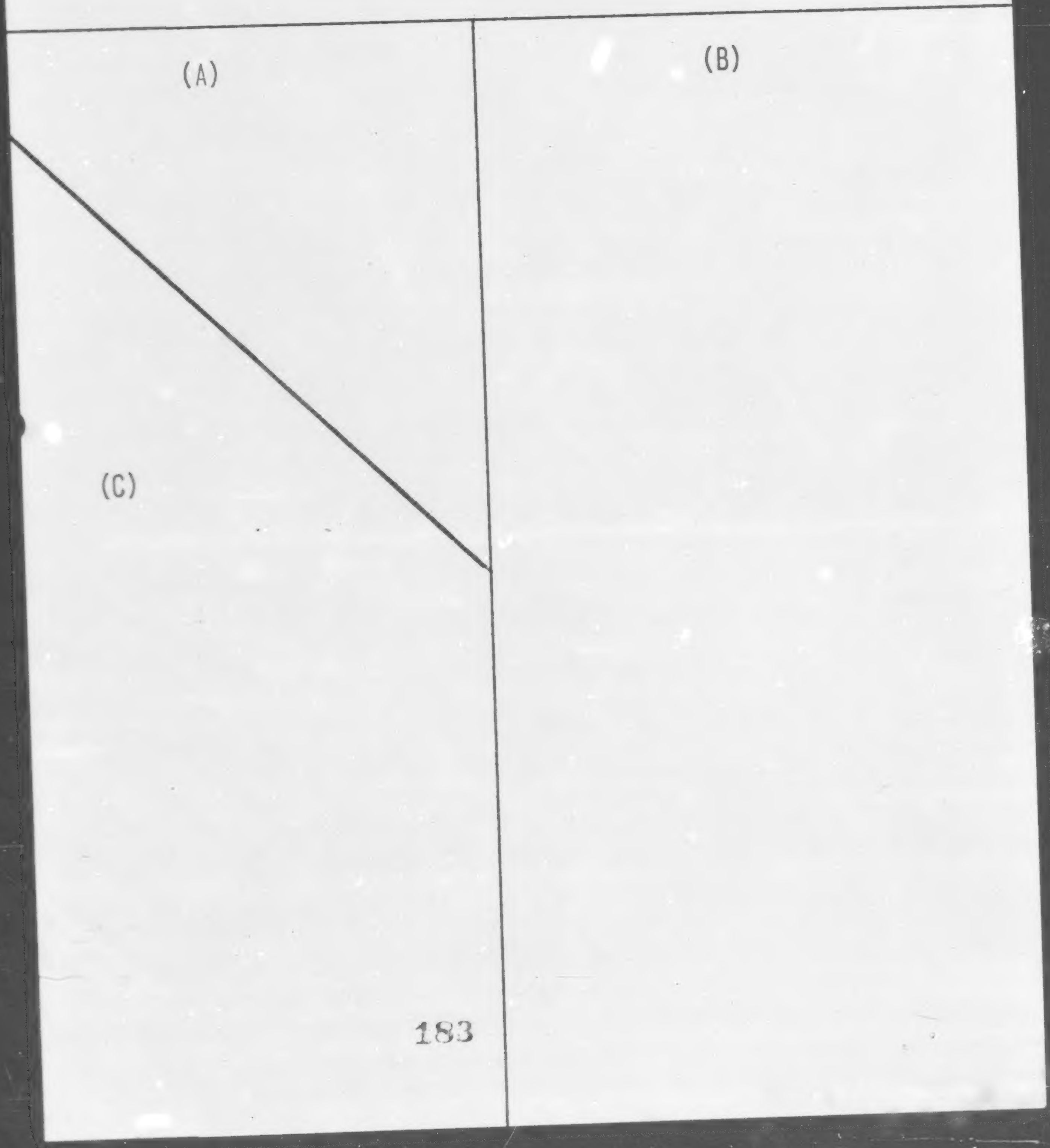
PUZZLE NO. 1

BEST COPY AVAILABLE



PUZZLE NO. 2

BEST COPY AVAILABLE



PUZZLE NO. 3

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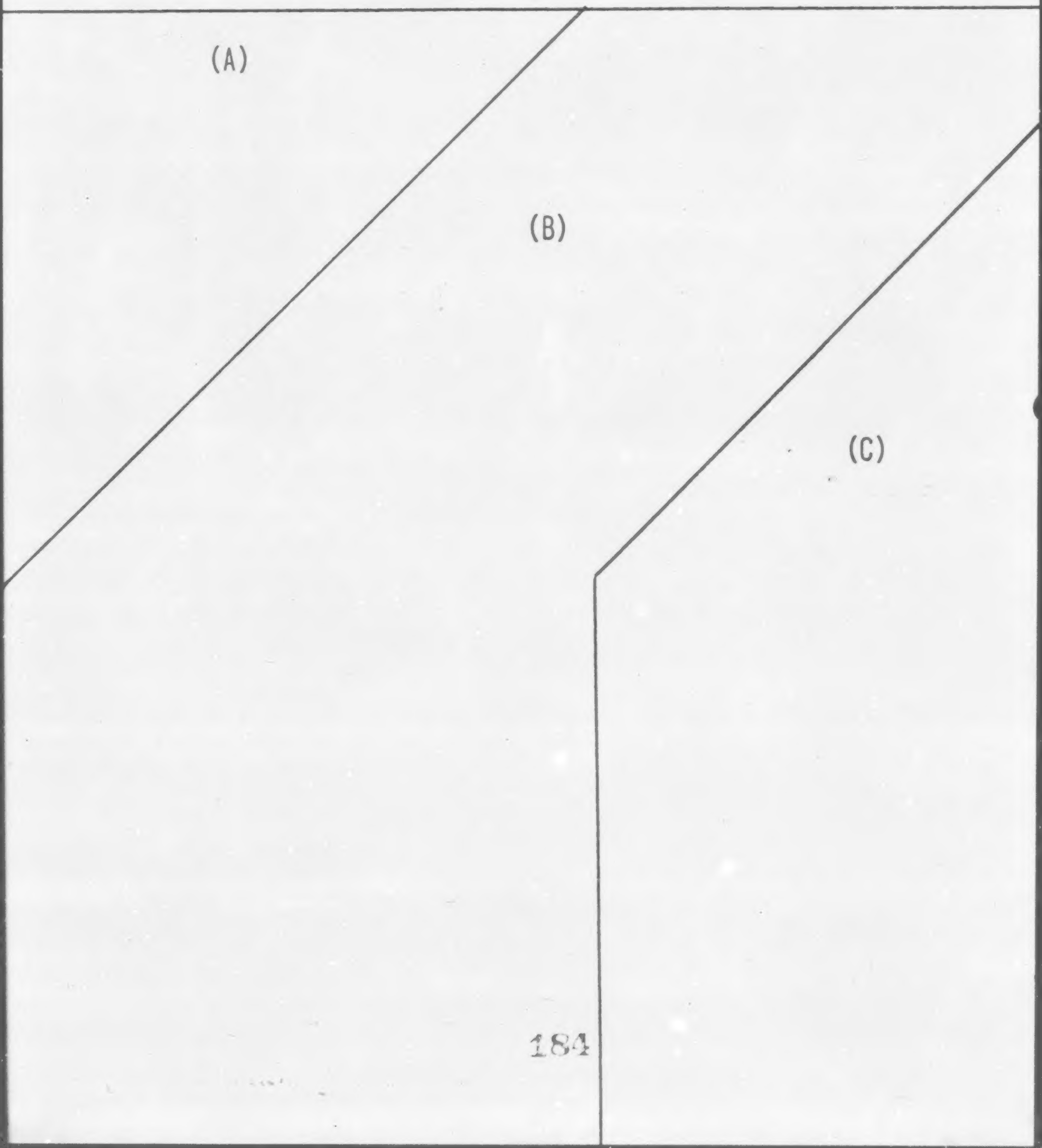

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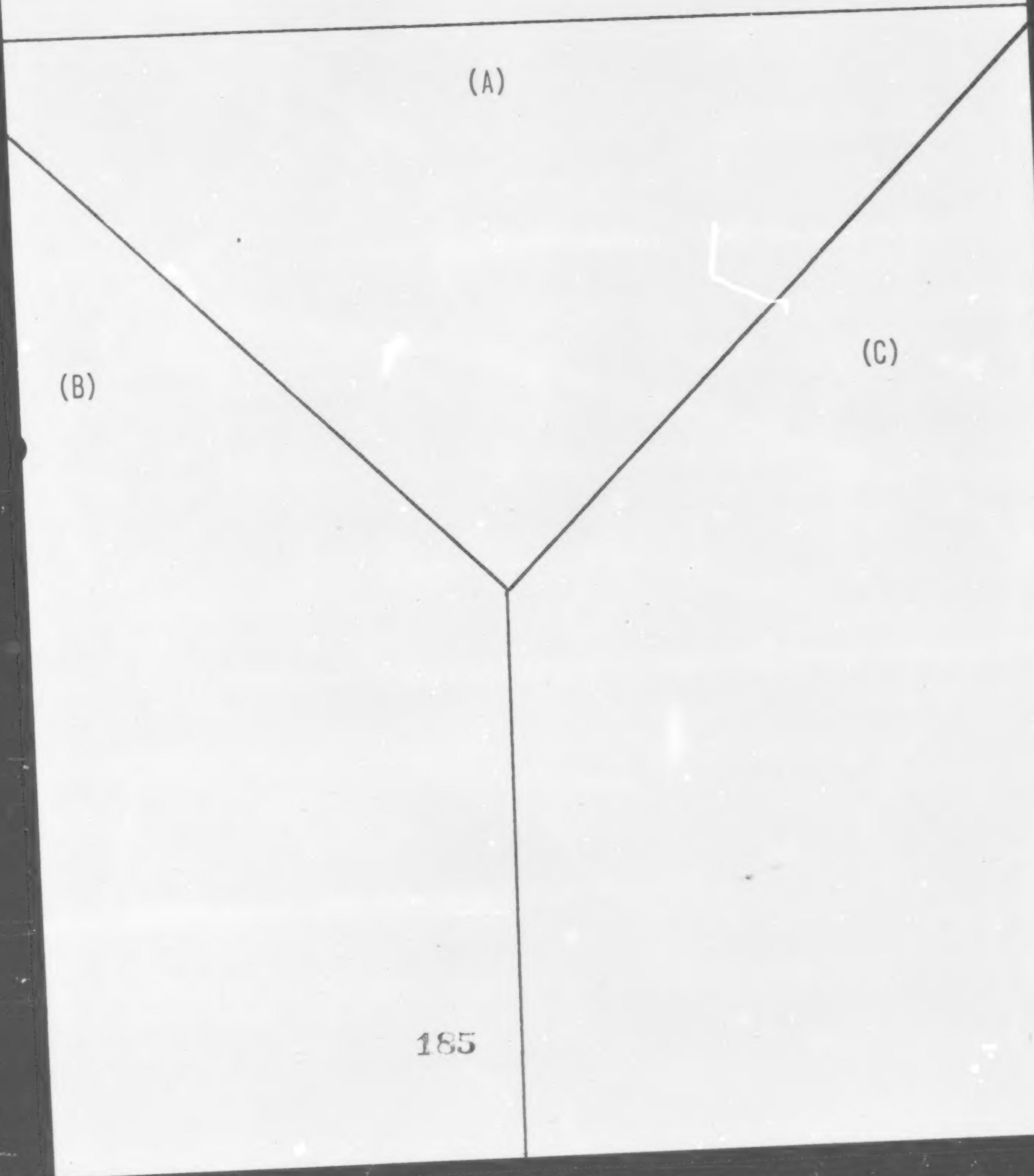

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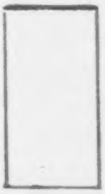
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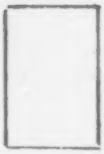
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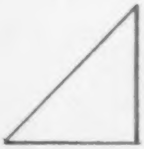
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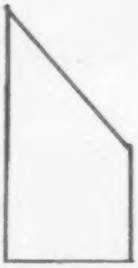
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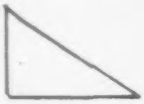
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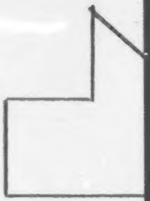
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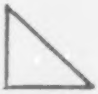
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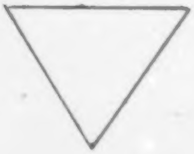
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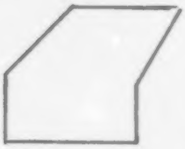
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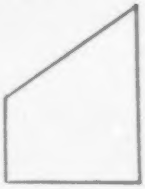
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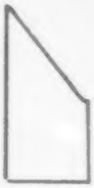
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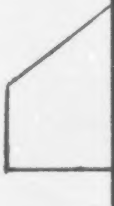
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FOLLOWING SIMPLE ROUTINES

The purpose of this unit is to recognize that the establishment of routines simplifies existence. Without conscious effort, performance of everyday tasks develops into a pattern of behavior. As needs of individuals change and ways of coping are adapted, new patterns of behavior are established.

Behavioral Objectives

To identify order that exists in the world

To define limitations in immediate environment

To identify reasonable choices of behavior

To evaluate customary modes of behavior

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. List some of the things that we do everyday in the classroom. What plan do we have to get them done?
2. This morning (or for the next half hour) everyone may decide for himself how and when to get his own writing paper, chalk, or crayons from the cupboard. Note to the Teacher: Other routines may be omitted for a period of time in place of the foregoing.
3. Tell or write what happened when each of us decided to do each task for himself.

4. Draw pictures showing what you do when you--

    get ready for bed
    get ready for school
    prepare to play a favorite game

5. List reasons given by children for arriving late to school. Note to the Teacher: List may be added to as tardiness occurs and a tally made as reasons for tardiness are repeated.

6. Copy the sentence, "It is very easy to change a habit" from the chalkboard. If you are right handed use your left hand. If you are left handed, use your right hand. How do you feel?

7. Do you usually sit in the same place at the dinner table every day? Surprise your family by sitting at a different place. Report to the group your family's reaction to the change.

8. Role-play a visit to the dentist or doctor. Do they have routines?

9. Invite a patrol boy to talk to us about safety routines for crossing streets.

10. List the steps of the school fire drill routine.

11. Imagine a fire drill aboard a ship. How would our list change from that of a school fire drill?

12. Bring a magazine or newspaper picture showing people doing simple tasks. Write a title for each picture. Make a catalogue of the pictures.

13. Invite a fireman to talk to us about timesaving routines which enable firemen to respond quickly to an alarm.

14. Choose a member of the group to act as teacher for a time. Discuss the reactions of the group to the "turnabout."

15. Think of another "turnabout" that we could try. Who will play the parts?

16. List your favorite television programs. Think of "turnabout" endings for some of them. Note to the Teacher: An example or two may be given such as: in "Mission Impossible" the tape recorder does not self-destruct; in "Ironsides" the chief walks out of his wheelchair. How would such unusual happenings affect the programs?

17. Use hand puppets to tell about following directions for a certain job.

18. Finish these sentences:

    One job I like at school is ________________

    One job I don't like at school is ______________

    The first job I do in the morning is ____________

    The last job I do at night is _______________

19. Pantomime a routine job. Ask the members of the group to guess what you are doing.

20. Time is important in many routines. Indicate on the chart how important you feel saving time would be for the people listed below.

	Very Important	Important	Not So Important
secretary			
doctor			
policeman			
teacher			
fireman			
farmer			
pilot			
mother			
sales clerk			
fisherman			

21. Have a topsy-turvey time. See how many upside-down situations you can think of. Here are some examples:

    We hear ack-ack as United flies the friendly skies.
    Superman plops to the ground.
    Mrs. Olson makes tea.
    Lassie bites the policeman.

The Charmin is as hard as a rock.
The dove attacks the housewife.
The sink looks dirtier after using the foaming cleanser.

22. Draw a line from the job name of the person to the words that finish the sentence.

It would surprise me if the--

dentist	would not climb a ladder
fireman	stayed at her desk during fire drill
teacher	ran away from the burglar
policeman	cried at the accident scene
nurse	hated the water
principal	drilled a false tooth
contractor	had no bandages
lifeguard	allowed a two-hour recess
doctor	built the basement on the roof
pilot	slept until noon
singer	sounded like a frog
farmer	burned the doughnuts
baker	couldn't get off the ground
travel guide	got lost

23. Scramble some television programs. You might put the Cookie Monster from Sesame Street as a newscaster. Think of some other situations. Role-play the parts.

24. Finish these sentences:

I always go ______________________________.

I couldn't do ______________________________.

I never eat ______________________________.

I get angry ______________________________.

I can't stand ______________________________.

I usually watch ______________________________.

I probably would ______________________________.

I didn't think ______________________________.

I hate to see ______________________________.

I wouldn't try ______________________________.

DEVELOPMENTAL VOCABULARY

accident
bandage
basement
contractor
dentist
doctor
drill
drilled
experience
false
habit
ladder
lifeguard
nurse
plumber
practice
principal
procedure
prompt
refuses
remained
scene
sentence
sight
surprise

COMPLETING MY PROJECT

The purpose of this unit is to stress perseverance with a task to its completion. When a goal has been determined, it helps to pursue it with as little wavering and indecision as possible despite personal preference.

Behavioral Objectives

To plan and execute a project

To express satisfaction from accomplishment

To translate ideas into action.

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Plan a project with a friend. Choose something that both of you like to do. Describe the steps you plan to take.

2. Draw two pictures. One shows you doing a job you like. The other shows you doing a disliked chore.

   Tell us about your pictures. Do any of us feel as you do about these jobs?

3. Make a list of enjoyable activities and another of disagreeable activities. Discuss them with your friends.

4. Sally did not complete her mask in time for the Halloween parade, so she couldn't win a prize. She said she didn't care about the old parade and the silly mask.

   Why did she say that?
   How do you think she felt?

How would you feel?
Would you give Sally a prize anyway?

5. Mother is preparing dinner. The meat is in the oven and the vegetables are on the stove. What would happen if mother decided to leave the house and visit her friend?

6. The doctor decides to care for people only in the morning so he can spend more time fishing. What would happen?

7. Here is a list of excuses. Have you ever used any of these? Act out what happened. Choose a friend to help you.

I didn't know what time it was.
My pencil broke.
Our alarm didn't work.
My little sister tore it up.
I was sick to my stomach.
I lost it.
I didn't hear you.
Everyone else did.
It wasn't my turn.

8. Complete the sentences:

My jobs at home are ______________________________

____________, ____________, __________, ________.

Father sometimes asks me to help with _____________.

Mother sometimes asks me to help with _____________.

I like to help with ________________________________.

9. Think of the many things that you do every day. Fill in the following blanks:

I like to do _________________once in a while.

I like to do ___________anytime I have the chance.

I don't like to do ________________very often.

I don't like to do __________________at all.

10. Draw a picture showing one or several of the following:

Things I like to do with others
Things I like to do by myself
Things I like to do indoors

Things I like to do outdoors
Things I like to do at home
Things I like to do at school

Write a sentence or two about each of your pictures. Do your friends like the same things that you like?

11. What would happen if--

the bridgetender forgot to raise the bridge?
the lion tamer forgot to lock the cage?
the banker forgot to close the safe?
the switchman forgot which switch to use?
the big game hunter forgot his gun?
the astronaut forgot to push a button?

(Draw a picture showing the results of "forgetting" by these people.)

DEVELOPMENTAL VOCABULARY

astronaut

bridgetender

chore

dislike

indoors

mask

outdoors

pantomime

preparing

prize

project

WORKING OUT CLASS PLANS

The purpose of this unit is to provide experience in cooperative ventures. Upon choosing a project, the group plans the tasks of initiating, programming, allocating, and completing the project. Obstacles may be foreseen, and unpleasant tasks must be undertaken to insure accomplishment.

Behavioral Objectives

To identify some personal desires which must be subordinated to group goals when necessary

To accept individual responsibility for achieving group goals

To list the unique qualities of individuals

To participate in planning and executing a venture

To increase self-confidence through completion of a task

Suggested Activities

The following activities are not meant to be all inclusive. Other activities may develop which meet the needs of children.

1. Bring pictures of groups to school. Identify the reasons for the grouping.
2. We are a group with our own special needs and problems. Make a list of things we need to plan, along with problems we may meet.
3. Classify the room housekeeping tasks into individual and group categories. What plan can we make to assure that the jobs will get done?

4. List the daily tasks each class member must do to keep his personal belongings and immediate surroundings orderly.

5. List group projects, e.g., planning bulletin boards, room newspapers, murals, or feeding pets.

6. What plans shall we make for our project work? Tape-record a committee meeting of one of the projects. Play it back to the group. What did you find out?

7. Compare housekeeping in the classroom to that at home. Tell or write about your responsibilities at home.

8. Identify the other personnel involved in the classroom appearance. Pantomime the gestures of the window washer, janitor, carpenter, shade man. Ask other members of the group to identify the pantomimed workers.

9. Interview one of the above workers. How does his work help us with our plans.

   I can help the janitor by ______________________.

   I can help the carpenter by ______________________.

   I can help the painter by ______________________.

   I can help the shade man by ______________________.

   I can help the window washer by ________________.

   I can help the matron by ______________________.

10. Make a popularity chart rating the housekeeping tasks done at home and at school. Check the column that shows how you feel about each task.

	Ugh!	Goody!
sweeping		
washing		
dusting		
feeding the dog		
mopping		
scrubbing		
cooking		
sewing		

11. Role-play the individual preferences for certain tasks. Are some tasks chosen more often by boys than girls?

12. Arrive at the best way to perform a classroom task. Have two pupils demonstrate the task - the old way and the improved way.

13. Read a story from the list (see Bibliography). Tell us about it.

14. Note to the Teacher: Show the film, Our Class Works Together - Chicago: Coronet Films (see Bibliography).

15. What's wrong with this picture? Note to the Teacher: Before the children arrive arrange a front table in two sections with the same number of books, paper, and other materials on each. Arrange one side neatly, and the other side carelessly. Have two pupils primed to sit at the table. One pupil should present a neat appearance, the other should look dishevelled. Have each sit at the section where he obviously does not belong. Ask the group to study the tableau. Is there anything they would want to change? Why? At which table would they prefer to work?

16. Finish the sentences below.

When I am in a class group I can __________________.

One thing I like to do in a group is _______________.

One thing I don't like to do in a group is ________.

If I want to start a group, the first thing I would do is ____________________.

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